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The Modern Language Journal

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Concerning Our Contributors

RICHARD PATTEE, divisional assistant, Department of State, U.S.A., since 1937, was educated in Arizona, Washington, D.C., Louvain and Coimbra. He has taught history in Puerto Rico and has contributed to many journals in various parts of the world.

A. H. SCHUTZ studied at the Universities of Chicago and Montpelier and taught at the University of Mississippi, Iowa State Teachers College and the University of Missouri before going to Ohio State, where he is now professor of romance languages.

H. WALPOLE, a graduate of Magdalene College, Cambridge, is a member of the French department of Queens University on leave in New York doing research in linguistics.

GEORGE H. HENNING has been professor of romance languages at George Washington University since 1901, where he also served as dean of the Graduate School for many years. He is chevalier de la légion d'honneur and a well-known author and editor.

HUGO GIDUZ is professor of the teaching of French at the University of North Carolina and editor of the French Column in the *High School Journal*.

THEODORE SCHREIBER, born and educated in Germany, took his doctorate at the University of Wisconsin. He has taught there and at the University of Wichita and is now professor of German at Alma College.

ARTINE ARTINIAN is associate and fellow in French at Bard College, of Columbia University, in Annandale-on-Hudson, since 1935.

M. H. WILLING studied at Hamline, Harvard, Chicago and Columbia. He taught in high schools and held various research, supervisory and administrative positions before becoming professor of education at the University of Wisconsin.

MARY JEAN LINN, a senior at Muskingum College and a French major, is a student in Professor Mary E. Sharp's course on methods of teaching modern languages.

G. R. VOWLES, a former Rhodes Scholar and a University of Chicago Ph.D., has been professor of German at Davidson College since 1925.

NOTE—Readers are reminded that the relative order of articles in the *Journal*, does not necessarily carry implications as the comparative merits of contributions. The *Journal* is equally grateful to all its contributors, past, present, and potential, for their co-operation.

*The Division of Cultural Relations and the Rôle of Modern Language Teachers in the Promotion of Inter-American Cultural Relations**

RICHARD F. PATTEE

Division of Cultural Relations, Department of State, Washington, D. C.

THE question of encouraging and strengthening cultural relations and intellectual co-operation between the United States and other countries has assumed an increasing importance during the past few years. While in many nations of the world special governmental agencies have been developed for this purpose, in the United States dependence has been almost entirely on private foundations and institutions. Throughout the country, active and effective societies, clubs, and organizations of every kind exist to promote cultural interchange and a sympathetic understanding of the culture, history, and social institutions of other peoples. The work of many of these institutions has been worthy of the highest praise. The colleges and universities of this country have also devoted considerable attention to the study of the development and present condition of other nations. Many of these organizations with limited means and restricted budgets have encouraged every legitimate form of international exchange and have contributed in no small way to the development of a comprehension of other cultures within this country and of our own culture abroad. It is clear, however, that in spite of the praiseworthy efforts of many of these groups, there exists a need for a co-ordination to increase effectiveness and avoid to a larger degree inevitable overlapping.

The absence of a centralizing agency in the United States to co-ordinate these activities has long been felt and it is recognized that the Government of the United States has certain definite obligations in stimulating and encouraging contacts with the other peoples of the world. Although this recognition constitutes a departure, in a certain sense, from the traditional practice, it is reasonable nevertheless that in our relations with other governments and peoples, the aid and co-operation of official agencies is necessary. The decision to establish the Division of Cultural Relations in the Department of State is the result of mature consideration and careful thought. It is the opinion of the Department that there are certain limitations on private efforts which can be overcome through the existence of an official agency which can co-operate with and advise, suggest, and aid private enterprises in every possible way.

* Address before the New Jersey Modern Language Teachers Association, Atlantic City, November 11, 1938.

It should be emphasized that the Department of State has no intention of encroaching upon activities which pertain logically to private initiative. Neither has it any intention of supplanting or diminishing the effective work which is being done by private institutions, but rather to assist them in producing more effective results toward nationwide co-ordination. The new Division of Cultural Relations will serve as a central bureau working in harmony with the foundations, societies, institutes, clubs, and educational organizations in this country which strive to improve cultural relations. The general purpose is to complete the broad structure of intellectual co-operation by supplying one of the elements which has hitherto been lacking: the co-operation of the Government in those spheres in which it can be of aid to the general efforts to promote international understanding through cultural contacts. It will also offer every possible aid in behalf of the United States in the very important Division of Intellectual Co-operation of the Pan American Union. This is in keeping with the policy followed in many other nations. In a number of the other American republics, the national committees on intellectual co-operation function in close collaboration with the appropriate bureau or division in the Foreign Office or the Ministry of Public Instruction. There are certain definite activities, the success of which must depend to a large extent on the good offices of the government.

While many details of the broad program for the promotion of intellectual co-operation and cultural relations on the part of the United States have yet to be worked out, it is possible to suggest to you the principal aspects of this work which the Department will undertake to stimulate. The new Division of Cultural Relations will direct the official international activities of the Department of State with respect to cultural relations. It will seek above all to co-ordinate the wide diversity of activities which are being carried on throughout the country. These activities will embrace the exchange of professors, teachers and students; co-operation in the field of music, art, literature, and other intellectual activities; encouragement of the distribution of libraries of representative works of the United States and suitable translations of such works into other languages as well as from foreign languages into English; collaboration in the preparation for and participation by this Government in international expositions, especially in the field of art; co-operation by this Government in international radio broadcasts; and, in general, the dissemination abroad of the representative intellectual and cultural works of the United States.

It is well to emphasize that these efforts will be reciprocal as far as is possible. It is desired that the channels be opened for the free flow of ideas and cultural production from this country abroad and from the other nations to the United States. The concept of intellectual co-operation would be incomplete if a unilateral policy were carried out and it is anticipated,

therefore, that the Division may also contribute effectively to the diffusion of a knowledge of foreign cultures among our own people.

One of the activities of the Division is the fulfillment of the obligation which the United States has assumed under the Convention for the Promotion of Inter-American Cultural Relations, approved at the Buenos Aires Conference in 1936. This convention was sponsored by the United States Delegation and it received the unanimous support of the delegates from the other American Republics. Besides the United States, the governments of Brazil, Chile, the Dominican Republic, and Haiti have ratified the convention and it is expected that other governments will take similar action in the near future. This convention provides for the annual exchange by each of the contracting states of two students and one professor, so that the United States will receive each year under this arrangement forty students and twenty professors and will send out an equal number, assuming that the convention is ratified by all of the American Republics. This constitutes an important step in the way of stimulating interchange of students and professors with the other republics of this hemisphere.

The increased exchange of publications is an important phase of the work which the Division proposes to undertake. The books, journals, and reviews of the United States have a very limited circulation in the other American Republics and even in Europe the movement of publications is by no means as active as it should be. It is fundamental that for effective intellectual co-operation the publications of the United States which reflect the cultural and spiritual life of this country be available to the other nations of the world. It is proposed to stimulate the circulation of such works, the establishment of libraries, and the publication of suitable translations.

In some of the capitals of the American Republics, special institutes exist for intellectual co-operation with the United States; notably, in Rio de Janeiro, Buenos Aires, Santiago, and Lima. There is a dearth of such institutions in the American states in contrast with the relatively large number of institutions which exist for the promotion of cultural relations with Europe. It is important that co-operation and encouragement be extended to these organizations to the end that close cultural contacts may be maintained.

The twin fields of art and music offer considerable opportunities for effective co-operation. Art of the United States is known only to little outside this country, while the artistic productions of the other American nations reach people of the United States to a limited extent. In some of the other American Republics significant achievements in art are being realized and with these countries suitable exchange exhibits should be carried out. American music, other than popular dance music, has received little general hearing. Concerts and other forms of musical expression, as well as visits

by individual artists would contribute considerably to a diffusion of the knowledge of the culture of this country. The whole field of radio broadcasting offers almost unlimited possibilities for the increase of international understanding through effective cultural relations.

At a time when international relations are as complex and intricate as at the present, it is necessary that an official agency of the Government lend its aid and effort to the achievement of better understanding, mutual respect, and tolerance between this nation and the other peoples of the world, on the basis of cultural and material contacts and relationships. The promotion of active student and teacher exchanges, the establishment of libraries and research facilities, and the encouragement of all serious efforts for intellectual and spiritual intercourse constitute a significant and important instrument of peace.

There is no question that the secondary school teachers of this country, especially those engaged in instruction in the modern languages, can perform a very real service in the furtherance of the program of cultural interchange which is envisaged.

This western hemisphere offers unlimited opportunities for the effective stimulation of interest in two of the great modern languages, Spanish and French. The proximity of the Spanish-speaking countries and the access to two French language regions, Canada and Haiti, should make possible a much broader program of exchange and contact than has heretofore existed. As regards the specific work of the modern language teacher as a factor in the stimulation of interest in the work of inter-American understanding, there would seem to be an extraordinary challenge through instruction in the Spanish language. The past few years have witnessed a shift or change of emphasis in the teaching of Spanish, with increased attention to the rôle of this language in the western world. The situation in the Spanish peninsula, with the restrictions on publications and travel, makes inevitable a growing concentration of interest in the republics of South and Central America of Spanish speech. There has been for a long time a tendency to look upon the pronunciation, idioms, and peculiar linguistic forms of Hispanic America as undesirable elements in the Spanish language. A frank recognition in the classroom that the speech of America is in no way inferior to that of the peninsula and equally worthy of the most careful attention and instruction, will go far to encouraging a proper perspective in which the republics of this hemisphere are given their just due.

In view of the generalities inherent in any exposition of this character, it is perhaps felt that a few practical and tangible suggestions would be in order, so that the teacher of modern languages, who is desirous of offering even a modest co-operation in this important work, may appreciate the possibilities which exist for effective labor.

Most of you are probably aware of the work of the Division of Intellec-

tual Co-operation of the Pan American Union. This able organization, understaffed and hampered by lack of material facilities, has done and is doing a splendid work in the diffusion of a knowledge of the cultural values of the other American republics. It would seem that in the work in the Spanish language, many of the bulletins, pamphlets, and reviews of this Section of the Union might prove enormously stimulating and useful. First of all these publications reveal the realities of contemporary Hispanic-American civilization, emphasizing the thought, spirit, and viewpoint of these republics. They are full of information of a literary, scientific, and social nature, which would give the student of language not only a grasp of style, but also some inkling of the movements and preoccupations of the peoples of the other American states. The mimeographed publication *Correo*, which the Union issues, is an important vehicle for the dissemination of a knowledge of the cultural trends in the Spanish and Portuguese speaking nations. If schools could be encouraged to reproduce parts of this review in mimeographed form for wider circulation, a considerable contribution would be made toward reaching a larger number of people unaffected by contact with Hispanic-American affairs. In more specialized fields, there are numerous Government publications available, through the Departments of Commerce, Agriculture, and State. The lists of the Government Printing Office contain an extraordinary amount of material at the lowest possible cost, treating of the economics, sociology, international relations, and commerce of these nations. All are easily procurable through this central printing agency.

The expenditure of a minimum of effort would serve to bring into the high school where Spanish is taught a number of interesting publications from the American republics themselves. The generosity of many of the governments and even private agencies is almost proverbial. The school which is interested might secure the textbooks, readers, and other didactic materials which are utilized in the schools of any of the republics to the south of us. Almost any Ministry of Public Instruction would respond to the request for those materials which could be used in the classroom and which would make more real the study of the Spanish language.

In the broad field of the cinema, there is much yet to be done. Unfortunately, educational films on Hispanic America are still few in number and not readily obtainable. The Pan American Union has a small number, but the heavy demand makes it difficult to consider this source as easily available. There is a very real need for films on the life and customs of the Hispanic-American peoples which can reach the high school and primary school audiences. One of the things in which the Department of State is most vitally interested is the working out of an effective arrangement toward this end.

Radio broadcasting on Hispanic America, except in so far as it is of news interest, is still very much in the process of development. There are

some programs of interpretation of Hispanic-American affairs which serve to stimulate popular interest. There is room, however, for a more adequate and suitable presentation of the culture, history, and contemporary scene in the other American republics, adapted to the needs and interests of high school students.

I need not dwell on certain more or less obvious forms of cultural contact which those engaged in teaching may find of interest. Travel in the other American republics is becoming both easier and more comfortable. The great increase in tourist travel in Mexico is accompanied by a growing enthusiasm for Cuba, Haiti, the Dominican Republic, Puerto Rico, and other regions easily accessible for those who have available only a limited time for travel. There is no question that the language teacher, eager to gain contact with Spanish civilization, can satisfy this desire at the minimum of cost and distance. Cuba, Venezuela, Panama, and Central America are areas where the characteristics of Hispanic culture may be appreciated as effectively in many cases as in Europe itself. It is to be hoped that the demand will develop for the establishment of suitable facilities in instruction in these nearby countries for the teacher who wishes to devote the summer to the study of the Spanish language, literature, and history. This would add, perhaps, to the inducement to turn one's steps southward to the nations which are so close and which are as yet relatively unexploited from the cultural point of view.

These are merely random suggestions, more or less disjointed and aimed at indicating the multiplicity of possibilities which are offered for the active and effective collaboration of the modern language teachers in the work of cultural relations between this country and the other republics of the new world.

*About Intermediate Linguistics**

A. H. SCHUTZ

The Ohio State University, Columbus, Ohio

(*Author's summary.*—In a fifth-quarter course, too, standards must be high. A conversation course should meet rigid practical tests. The material should be interesting. "Civilization" material—as important as method—is redefined. In the syntax course historical and functional approach together simplify rather than complicate.)

THE specific subject of this article is the treatment of the elementary composition and conversation course at the point where it branches off from the main stem of the first year and a quarter or year and a half's work. Some attention will be given to more advanced syntax, in so far as that has to do with teacher training and reverts therefore to the problems of elementary courses.

According to the Ohio State set-up, a student with four quarters of French may choose between a literature course (numbered 413) and a conversation course (numbered 410). The latter is prerequisite for all other work in practical linguistics. In the fall quarter, freshmen straight from high school are, in general, directed into 410 in order that they may acquire a certain amount of university "seasoning" before venturing into the more difficult concepts of literature. The class contains a fair sprinkling of upperclassmen, and on occasions even a graduate student interested in improving his oral French. The diversity is considerable, but the aim, that of learning to use the language actively, is the same for all.

There will be no disagreement, at first sight, concerning the chief objectives and desiderata of this work: The ability to understand the language under normal speaking conditions, to express one's self in that language with a certain ease and some effectiveness, to write with at least a semblance of accuracy, and to develop the means of adding to one's vocabulary resources.

Let us now clarify what we mean by these statements, although we do so with the realization that the moment we attempt to make more concrete definitions, we shall certainly encounter less unanimity than the last paragraph might have led us to expect. The fact alone that the standards of this fifth quarter assume a preparation in which French has played so large a rôle as the language of the classroom is a straw in the wind permitting anyone aware of prevailing techniques to gauge what differences of opinion we are likely to meet with. If these standards are high, we console ourselves, for the purposes of the subsequent discussion, with the fact that we are not outlining a set of merely desirable ideals. We are simply recording what has

* This is the fourth in the series of articles by members of the Romance Language staff of Ohio State University. A fifth article by George R. Havens will follow.

happened in our classrooms. With all this in mind, we set up the following definitions for the component parts of the work:

Comprehension.—By it we mean the understanding of the language as spoken at normal speed, always in connected discourse and by a person having an acceptable accent. Feeding syllables as with an eye dropper is both futile and unnecessary. It is futile because the practice acquired under artificial conditions will be of small value either abroad or in the increasingly frequent short-wave radio broadcasts and foreign movies that come now within the experience range of the American student. (This is saying nothing about the transfer of comprehension training into rapid reading ability.) It is unnecessary because speed, other things being equal, is not the problem it is often supposed to be. What first led the present writer to this conclusion was his experience in the gentle art of teaching French to a five-year-old child. It seemed never to matter how fast one spoke, if the idea were adjusted to the youngster's understanding. If there was any trouble it was because of slowing down too much, in moments of mistaken over-conscientiousness. It is quite true that, with older students, one may fear inhibitions, old entrenched habits, even at times phobias against "utility" speed. I have even met with a student, who, in four years of high school French had had virtually no aural experience and who qualified spoken French as "gruesome," a word whose choice is sufficiently explanatory and sufficiently indicative of a state of mind quite unique. In varying degrees—and we must not fool ourselves—the fear of spoken French is fairly widespread where the ear and the mouth have been subordinated to the eye and the hand. Such initial feelings can and have been overcome, not indeed by compromising on speed or even by simplifying the subject-matter too much, but rather by repetition, by paraphrasing, by continued playing with the words until the idea gets across. Above all, the student must feel that he is not going to be rushed on to another idea until he has had a chance to wrestle with this one. The members of the class soon enjoy the game for its own sake (it takes about three weeks to get there), to say nothing of the "kick" (their word) that comes from the realization of being in the presence of a living language.

In getting the indispensable co-operation of the student, not a little depends on the material used. Too often the main activity is "vocabulary building," suggestive of learning words piled one upon the other like blocks. In more than one text the words do appear as in a lumber yard, piled in the form of great lists, each with English translation, and, as often as not, arranged by parts of speech. The incredible bareness of it all is ill concealed by the accompanying sad disquisition on how Willy Wilkins, on tour in France, goes to a restaurant in Paris, where he consults a menu. As to true local color, i.e., one obtained by something more than the use of a few proper names, one might as well be in Brooklyn as far as this story is concerned—but the vocabulary is in it, come what may.

The excuse for such lists is utility: One goes into French restaurants, therefore one must be in possession of a "beefsteak" vocabulary for ordering in such a place. In other words, the items are juxtaposed around a central theme, with more or less exhaustiveness; with the theme a restaurant, we get a list of words pertaining to food and service that might be applicable to the situation. Is it necessary to state that such a condensation of words, if scientifically interesting, as is indeed the grouping of words around an idea, becomes frequently indigestible? It is as artificial as getting one's dinner in capsules. The essential roughage is missing and the whole thing is therefore not natural.

What is more successful is to use content material interesting to such a degree that the words are almost forgotten and the idea is paramount. Speed is much more easily attained and maintained with the student practically hypnotized by the idea, so that the word loses its supremacy in his consciousness. It is discovered that, paradoxically enough, the word, because it occurs in context, has a peculiarly high capacity for staying in the mind. Ability to memorize long lists is sometimes great, but the permanence of such retention is doubtful. An absorbing context makes for a high degree of retentivity. A factor like that involved in word counts is purely incidental.

Continuing the approach of earlier courses, we have found material more fascinating than that which has to do with the civilization of the nation concerned. By civilization we mean more even than History, Art or Music, whatever their importance. One must go into the daily life of the people. To think in the language of another people means to think of their things in their terms. The great body of Frenchmen do not think of their food in terms of restaurants. Nobody, to be sure, will deny that it is wise to know how one should order in a public establishment. Yet, even should we consider the gastronomic (and who shall say that this is not eminently proper?), that feature must be developed in a certain setting.

Let us picture a typical French bourgeois—and he is still an interesting type—with his family, augmented by uncles, cousins, aunts, married children with their families, dining in state under a "feuillée" in the garden, high walled and removed from the public gaze. It is admissible to list the menu; that can range from *Potage Crécy* to *Bombe Glacée*, via *Chateaubriant* and *Bouchées à la reine*. But it is more important to note the conspicuous absence of the "boîte de conserves" and the abhorred "sauces en bouteilles" and to point to the meaning of phrases like "cuit à point," "une cuisine soignée" or words like "migeoter," which illustrate the pride that a Frenchman takes in his cookery. The same idea can be extended to every phase of French life.

Where may such material be secured? To some extent in literature. Professor Morize, in his *Introduction to France*, has shown the way there. We have found it difficult to find enough literary material that is willing

to subordinate artistic expression to factual presentation and which will at the same time present to an elementary class as many facets as one likes to present in a short quarter or semester. Beginnings have been made in the presentation of scenes from the intimate life of our counterparts on the other side of the Atlantic. For our immediate purpose and, we believe, for the purpose of any elementary conversation class constituted with such a "clientèle" as that which we have at Ohio State, we have had to "roll our own" and develop other material in the form of mimeographed sketches centered about personal experiences and memories, intimate glimpses of life in localities infrequently treated. A specimen is here given.

IL FAUT CHANTER EN -OUM

Le facteur, sur sa bicyclette, monte péniblement vers Lavieilleville-derrière-Laneuve. A l'entrée du village, il s'arrête devant le lavoir. Il y entend le bruit rythmique des battoirs, maniés avec enthousiasme par les paysannes qui, tout en jasant, frappent, avec ces grosses palettes de bois, leur linge au bord du bassin rempli de l'eau froide de la fontaine voisine. Ayant appuyé la bicyclette sous le toit séculaire, il rajuste sa boîte, en prend quelques lettres et appelle: "Hé, Mâme Moche, voici une lettre de votre Jeannot qui est au régiment." La vieille femme essuie hâtivement ses mains rouges et prend la lettre, tandis que le facteur, de nouveau à bicyclette, continue dans la Grand-Rue.

Il passe devant la belle maison des demoiselles Weber, s'arrête et tape sur les volets. La fenêtrière s'ouvre et le facteur dit: Voici, Mamselle Eugénie, les pilules vertes de chez le pharmacien de Laneuve, y compris les cinq sous de monnaie." La vieille demoiselle saisit la boîte, donne les cinq sous au facteur, et ferme les volets avec soin. Maintenant, à l'arrivée du facteur, tout le monde sort de la maison. Le communiste, Ducuir, ayant reçu une missive, est suffisamment ramolli pour souhaiter le bonjour à l'épicier Vigo, qui est radical-socialiste. Le curé, qui, vêtu de sa soutane un peu salie par la boue du village, regarde depuis le porche de son église, reçoit une communciation de son évêque qui semble visiblement le troubler.

Quelques moments après la triste cause en est connue: C'est qu'il faut désormais chanter en -oum à la messe. Qu'est-ce que cela signifie? C'est le vieux père Zidor qui passe d'un petit groupe à l'autre et l'explique en haussant les épaules: Voici que depuis quarante ans il chante au chœur avec une douzaine d'autres villageois. A force d'habitude il a appris à prononcer le latin liturgique, un peu au hasard, il est vrai, à la française, en disant *sécutorum* pour *saeculorum*. Et voici de vieilles habitudes, acquises avec peine pendant des années—que dis-je, des générations!—rompues d'un seul coup, brisées, fracassées. Quel coup de tonnerre! Il faut maintenant se mettre à chanter en -oum, à dire *sécutoroum*!

Pendant la guerre, la mort, les privations avaient sévi dans le village de Lavieilleville-derrière-Laneuve? Pas bien gai, tout ça, mais assez banal après tout. Une bombe d'avion avait percé de part en part la maison du père Zidor lui-même en faisant un gentil petit trou, sans sauter toutefois? Un peu singulier, sans doute, mais toutes ces histoires de guerre étaient un peu banales, pas vrai? Mais chanter en -oum, c'était la révolution, le débâcle, le cataclysme! Le père Zidor étend les bras vers le ciel d'un geste de désespoir.

Newspapers have been a real help. It has seemed, from class experience, that the paper coming from abroad has more of a glamor for the student than anything in local journalism that can be used in a French class. To give an idea of the various shades of political opinion in France, we use, each week, a publication representing each party, as nearly as time allows. Thus we may receive anything from the *Humanité* (communist) to the *Action Française* (royalist). At the risk of being reproached for advertising,

may we add that such an organization as the United French Publishers, 1819 Broadway, New York City, has been most co-operative and punctual?

There has been much digression in an effort to show that the problem of comprehension of the spoken language is easier if the proper content is employed. The same is true for the other components of the course, which we now continue to define.

Idiom drill.—By it we mean, not the pointing out of the “queer” expressions, not the emphasis on the differences from English, but the interest of the expression in itself. In other words, it is good to say, ever so often, apropos of an idiom: “Intéressante, cette expression, n’est-ce pas?” and, if possible, to explain its origin now and then. It is wise to emphasize an idiom as a figure of speech instead of looking upon it as an aberration of some sort.

While it is our function to stress idioms in so far as they help in reading literature, the colloquial cannot be dismissed. The foreigner learning French might well “lean over backwards” in being very correct as to his standards of speech; but it is surely not wrong to let the student see that all Frenchmen do not talk with the classic splendor of Racine. Occasionally some of the less cosmopolitan in the class, having figured out that French is one of those things one translates like Latin and which, like Latin, belongs among things “highbrow,” exhibit signs of surprise that outside of these United States there exists a thing called slang. Why not inform such people that their transatlantic counterparts resemble them rather alarmingly in matters of speech and that there is no monopoly on picturesque language on this side of the water?

Pronunciation.—Accuracy of detail is desirable, but a true idea of the oral characteristics of a language is not to be obtained without practice not merely in speed but in rhythm. French has a swing of its own, but many a person who is perfectly aware of the necessity of a good pronunciation may feel this objective of a rhythmic sense is difficult of attainment. Certainly some attention to the matter is essential; the Frenchman, if he be a cultivated individual, is too conscious of it and considers it too great an asset for so important a subject to be overlooked. At the same time, there are means of inculcating rhythm. Poetry has been found useful, a good deal of it learned by heart. One procedure is to assign a couple of strophes of a poem like *Les Djinns* (of changing rhythm) twice a week. With the entire class at the blackboard, the verse is dictated, then recited in chorus to get the cadence, after which the verse is erased and individuals called upon to recite. One benefit of this method is in reducing self-consciousness, not a small gain in a conversation class.

Dictation.—Apropos of comprehension, mention was made of the futility of feeding syllables to the student in small amounts. To a large extent, the same attitude may be transferred here. There may be some difference of opinion concerning the purpose of dictation, but in this course it has been

conceived of firstly as an exercise in understanding oral French. On that basis, we have experimented with delivering at considerable speed fairly large word groups that contain a reasonably complete idea. It is true that where grammatical details are involved, where especially self-examination and "proof reading" are to be encouraged, the selection dictated may be gone over more slowly. Before extensive dictations are given on paper, a good deal of blackboard work is done, with the entire class at the board. Despite all the opportunities for copying that theoretically exist, it is easy to see the different aptitudes and attitudes of the student. The one who has been used to translating everything he hears will be at an obvious disadvantage. In fact, he will be at first quite discouraged when he sees his disadvantage as compared with his classmate who has been differently trained. Rare indeed, and experience has shown this over and over, are the cases where this feeling of discouragement is not overcome and replaced by quite a different reaction. Yet this is a problem that necessarily arises in more acute form in this sort of class than in the elementary one. We may add that, to vary the diet, *résumés* of selections delivered orally are a great help in doing away with the tendency to translate.

Composition.—The term requires little definition, except for some details as to the types of composition used: (1) The "*travail d'imitation*," based on material read and discussed in class. Continuing here again a practice common in the earlier courses, students prepare outside of class but write their themes in class, on paper or at the blackboard. In the latter case, as far as my own experience is concerned, individual specimens are more often taken up for discussion, not merely for grammatical accuracy, but also for some refinement of style. (2) The type we might call, for lack of a simpler term, the "research" paper, suggested by a class discussion or text, but not a direct imitation of it, rather an offshoot or extension. This is prepared from a bibliography suggested by the instructor. There are now excellent bibliography sources (Morize among them) prepared by American publishers. Such work requires something of a library, especially periodicals. (3) The entirely original subject. Here caution is in order, from two points of view: Unless the subject is approved by the instructor, there is danger that the student will bite off more than he can chew, that is, he will take on a topic that his vocabulary cannot cope with. Again, unless it is clear that French sources are alone acceptable and this rule is enforced, there will be students, and these include some of the best, who, being interested in a given field, will not limit themselves to French texts, with the result that anglicisms will fill their compositions. This is what has happened when the students who are definitely better than their fellows are set on special tasks. Such types are the most likely to be less cautious in that they attempt more.

Grammar.—At the end of the term, students are often asked for their anonymous and frank criticism of the course from certain specified angles. More grammar is frequently asked for. Since it has frequently been ascer-

tained, by tests, that the deficiency is not in theory, one may at first wonder why this request comes up. The fact is that they sometimes feel weak in the applications of grammar. Several cases where a fair knowledge, often a good one, is evident may show difficulty in so simple a matter as the contraction of *de* and *le*. Some people manifest an unaccountable prejudice against the use of the present indicative, which apparently they have not utilized for some time. Grammar under the circumstances must be concerned mostly with redirecting attention to the simple, the direct and the most common phenomena. Not a little energy must be turned into showing those who can conjugate beautifully but cannot use verb forms that the conjugation must be "defrosted" so that each member shall stand out by itself, subject to instant recall without the help of the paradigm. Hence no verb is ever conjugated in this class. Instead the blank filler, the "tense twister" where a passage in the first singular present is changed to the third singular past has been found useful. We hasten to add that this kind of activity occupies a small part of the program, its function being purely corrective. The rules are given in French, explanations are made in French, which offers a renewed interest to the group.

Oral practice.—The preceding discussion does not answer the all-important question: How can we make a class talk? How can interest be maintained with the students, instead of the teacher, bearing the brunt of the work? Several procedures have been successfully tried:

a. The question and answer. This well-known and often used method has advantages, provided it does not continue long enough to make the student passive and the class hour a mere routine. For encouraging student initiative, even this questioning may be done in two different ways: In order to make the round of the class quickly, and this is at times not unwise, there is the type of query that permits a short factual reply, i.e., speaking of the typical French Bureau de Tabac, one asks: "Qu'est-ce qu'on vend dans un Bureau de Tabac?," the reply demanding no more than a perusal of the text. On the other hand there is the type of question one may qualify, for want of better, as the "thinker." Thus, on the same subject as before, one asks: "Quels sont les avantages d'un Bureau de Tabac? Le monopole du tabac représente-t-il un bon principe ou non?" In this instance one is not even certain whether there is a good answer. The probability is that there will be a difference of opinion. If the question is sufficiently provocative, and that is the chief quality of the "thinker," one may have trouble, if trouble it be, keeping three or four from talking at once.

b. The one-minute talk. This has the advantage of providing for connected speech instead of a short, often incomplete phrase. The time limit is rigidly adhered to and the student is warned to organize his remarks accordingly. The original subject is encouraged, even if it is only an announcement of some campus event. Most often it is a news item or an

anecdote that one gets, frequently a personal experience or an Embarrassing Moment.

c. The longer monologues or dialogues, from five to eight minutes' duration. The dialogue, where feasible, is most successful. The monologue has undoubtedly great value, but it can be deadly if the series is extended over too great a part of the hour. The members of the class will listen to the instructor, but find the labored French of their fellows tedious after a long time. It has been found successful to have two or three talks each period before proceeding to other occupations. Originality is encouraged to a greater degree than in the other types of class activity, but here, especially in the choice of subjects, the disparity between the imaginative mind and the less resourceful shows up all too clearly. This is where tactful consultation with the student may do wonders for that person. A means of maintaining interest in the listener is to announce that each recitation is to be followed up by a one- or two-minute criticism and that the critic will be judged on his performance.

d. What might be called the "free" question and answer. This is most effectively used with the newspapers. No prepared questions are available for the student. In fact the questions may be proposed by the students themselves, which is good practice in interrogation. The class may be informed that a good question will be better received than a fair answer.

e. Word drills. We have said that the word list is not a desirable approach. Codification has nevertheless some advantages for review. That is, if a subject has been covered by discussion, it is not a bad idea to make the student conscious of how much he has acquired in resources. Various kinds of exercises will serve to illustrate: (1) The class is at the board. A definition is given rapidly, without repetition; the class supplies the word required. E.g., Question: Nommez une boutique où l'on vend, en France, des billets de loterie, des pipes, des timbres, du tabac et qui représente le monopole national. Answer: Un Bureau de Tabac. The material, of course, is from the sketches previously handled in other ways. (2) A word is given by the instructor. A series of associated words, phrases of all sorts, idioms, is then to be drawn up by the student. E.g. *Lavoir*: Eau froide, la fontaine, laver le linge, village, etc. In their questionnaires, the students declared that they wanted more of this sort of thing.

To be frank, there are many unfulfilled dreams that must be confessed to in connection with the organization of this course. There are still insufficient facilities for the student to express himself unless more time is provided. The ideal is to have, at regular intervals, a "laboratory" period, double the usual hour, with accordingly less preparation, in which the group would be divided and the instructor in charge aided by one or more native assistants, preferably young and energetic. The time will also come when radio short wave programs will be so timed that they will coincide with class hours—but that is another story.

We pass now from composition and conversation to syntax or review grammar. The clientèle is here drawn from juniors and seniors generally majoring in the department and usually also planning to teach. Our problem is three-fold:

1. Since the elementary work, thought content has had a chance to submerge the purely linguistic emphasis. Analysis has, in the intervening time, been considerably pushed into the background.

2. In some instances essential facts have become obscured, assuming they were ever well learned. Some linguistic phenomena were never subjected to scrutiny, assuming they were ever encountered. I have met students to whom the construction *faire comprendre aux élèves la difficulté de la grammaire* was totally new.

3. The student has to be made conscious of the problems he will encounter in communicating the essential principles of grammar. His teaching must often be done under new and disturbing conditions; for it is a fact that his students will not, in the main, have a decent mastery of syntax in any language. Shall we go so far as to say that we should never trouble about grammar, that it is all futile? Such an attitude is like that of the person who would abandon all locks because he sometimes forgets the key. We believe it is possible to utilize what is good in grammar and to furnish a basis for teaching it sensibly. Two main lines have been followed:

1. Emphasis on "functional" grammar. By *functional* we mean that kind which is conceived of as a description of the way in which parts of a sentence (or a complete idea) *function* with relation to each other. E.g.:

Il est millionnaire. One might go into a long dissertation on the class of nouns following *être* which do not take an indefinite article. Why do all that? *Millionnaire* functions like an adjective. It is as much an adjective as *riche* would be.

Il voit avec plaisir ses amis de jeunesse. *Avec* is a preposition, *plaisir* is a noun. Both together mean as much as "pleasurably," which is an adverb. Noun and preposition alike lose their identity to a very large extent. It is like the acid and the alkali which combine to form a new product resembling neither. If *plaisir* is no longer a real noun why label it with an article which is the characteristic of a noun?

This approach is not new. Theories similar to it were expounded by Brunot, late "doyen" of the Sorbonne, to a class at the Ecole Normale at Sèvres, in other words before a group of women preparing to teach in the secondary schools. The aim was utility, not the expansion of purely scientific frontiers. It is not practical, in our classes, to adopt all the ideas of Brunot, but one thing he stressed is to be retained: He showed the meaninglessness of the parts of speech. It is a fact that many students do not know these parts of speech, but there is no great cause for lament. Pedagogic effectiveness has been offered as a reason for the diminution of

emphasis on formal grammar with its elaborate nomenclature. We may back up that stand on scientific grounds as well.

2. Emphasis on historical aids to grammar. To illustrate: Take the sentence *Ma montre est supérieure* vs. *C'est la mienne qui est meilleure*. It is an accepted fact that *ma* is unaccented, *mienne* is the accented form from Latin *mĕum*,—*a*. Similarly for *qui* vs. *quoi* and a number of other pronouns. The point is that the student does not even have to know that he is dealing with a possessive pronoun, for instance. He knows what a possessive is. He can understand that. He also knows rhythm. He understands that, once the few quirks of the French phrase accent are put before him *viva voce*. For the historical method can often not be divorced from the oral. One cannot explain or feel the variations of *mĕum* unless through the ear. Pedantic terminology is reduced to a minimum; so, too, is the necessity of resorting to English in an effort to put over a concept of formal syntax. History here is an aid to simplicity. One calls these possessives "accented possessives" or "unaccented possessives" and the war is over.

One may well ask just how practical such ideas are as far as their applicability to actual conditions is concerned. The fact is that there are no American textbooks adapted to a college senior's background and in which anything resembling the French type of functionalism is given a thorough treatment. Then again the student of syntax, were he filled with the idea of making deep-seated changes in the accepted grammatical set-up, would, upon his entry into the field, discover that he had after all to teach traditional textbooks in a majority of cases. A compromise method is essential.

The course is divided into three "layers":

1. Review according to traditional ways, using a typical Review Grammar, with composition material to illustrate, blank filling and the like. In this part of the course, the statements of various grammarians are compared where that is helpful. An effort is made to discover the simplest formulation and at this point, ever so discreetly, we begin to show that there are simpler ways of saying things than traditional grammar offers. For instance, apropos of the partitive, why put *pas de farine* and *beaucoup de farine* in different pigeon holes, logically or historically? An effort is made to show how the new and the old concepts may be reconciled, how the name *disjunctive* may be as well replaced by *emphatic* as applied to pronouns and how the applicability of the last name can be demonstrated.

We have mentioned earlier the utility of free composition. It is regrettable that so far time has been lacking in our three-hour-a-week arrangement to give adequate representation to an activity whose worth is unquestioned. We are, in fact, extending the number of hours to five, largely to bring in composition. If it is permissible to bring into the record of what has been done a thing yet to be done, there should be added an important by-product of free composition, which is mutual correction. In this connec-

tion the ideal is to train a student not only to detect a mistake quickly but to explain with economy of time and effort the reason for his correction of his neighbor's error.

2. Exercises, if so formal a word may be used, are provided in the form of selections chosen from the best of the more careful stylists of the late nineteenth and the twentieth century. The students keep a card file, where the most interesting cases discussed in class are recorded. We try to fight the temptation to focus attention on the merely curious; though even some of these are highly fascinating. A case in point is Flaubert's use of tenses in his paragraph structure: He will use as a starter a past definite: let us say, his character bought a map. That map set her to dreaming, because it was a map of Paris, goal of her desires. The dreams are described in the imperfect, because, like a dream, the imperfect has no limits of beginning or end. These dreams are limitless and the paragraph, like them, ends up with timeless participles and infinitives, the latter name assuming in the mind of the reader an appropriateness it never had before.

3. A series of English passages, based on the French texts, are translated into French. Here an apology is due: The present writer is not partial to translation. In the elementary stages there is no room for it whatsoever. In the advanced stages there are several advantages: Firstly, the student is unable to get around the difficulty which is to be brought to his attention. The construction, at this stage, is often of a kind that is not taken care of by other devices. There is, of course, the danger that the "five dollar" construction might become so enticing to the instructor that he will over-emphasize it because of its intrinsic difficulty. A maximum of discretion is in order. The second and by far the greater advantage lies in the fact that a good deal of argument develops in class as to the best way to render a given phrase. There is no better method of presentation than to let the students fight it out. The defender of any point of view must do more than to say "it sounds better." He is obliged to become articulate, to put his thought into words and to explain his preference in simple but effective language. That language need not be the jargon of the grammarian; the student may "roll his own." The terminology that is sometimes offered in that class would raise the hair on the head of the conventional analyst, but the facts become real to the student, perhaps because they are not obscured by alien verbiage.

It might be that this argument for a functional grammar backed up by historical method will be construed as a plea for the study of such "remote" subjects as Old French and recommendation of such subjects for teacher training. The present writer would not fight too hard to refute such an implication.

Teaching Language as Logic

THE ARTICULATION OF A DEFINITION VOCABULARY WITH A TEACHING SYSTEM BASED UPON SYNTACTIC DEVELOPMENT

H. WALPOLE

Queen's University, Kingston, Ontario

(*Author's summary.*—A discussion of the advantages of an artificial self-contained Language as a first stage in learning the complete language; and of the improvements in teaching methods and gradation of materials which are rendered possible by the existence of such a Language.)

IN a previous article in this journal,¹ the present writer tried to give an account of the principles of definition. The article went on to describe how these principles may be used to frame a Language which will be a model of the complete language, and will provide for foreigners an ideal first step towards mastery of the language. Basic English was cited as the one example of such a Language already in existence.

Besides attempting to bring these theoretical considerations nearer to the classroom, this present article has the purpose of providing amplification and some correction of balance; though with no suggestion that that two-year-old article has remained in any possible reader's memory. But it was natural that an article on definition should emphasize the vocabulary aspect of the Language, and deal summarily with syntax.

There are two distinct view-points to be taken when one is either studying the Language or preparing courses for teaching it—it may be regarded as so many words or as so much structure. Obviously the two view-points will yield very different results, if they are rigorously stuck to. And probably both separate approaches have to be exploited to the extreme before the good ways of combining them can be discovered.

As far as one can see, there are no foreign language teaching courses which have been streamlined severely enough to serve as examples. We have constant recourse to the sauce of eclecticism because we have not sufficient faith in our recipes. It seems that really efficient elementary courses await the framing of the different Languages.

The two approaches mentioned are completely different because they concentrate the learner's interest on two different kinds of thing. The vocabulary approach depends for his co-operation upon his interest in the way things hang together in the world; while the syntax approach is dependent upon, or aims at creating, an interest in the inter-working of the cogs of the

¹ H. Walpole, "The Theory of Definition and its Application to Vocabulary Limitation." *Modern Language Journal*. March, 1937.

language-machine. Technically speaking, the first focuses attention upon Referents, the second upon Symbols.²

In the first kind, a keen interest on the learner's part in the particular Referents discussed is naturally a very great help. There seems room for a great deal more use to be made of news-reels, scientific and political documentary films—all of those moving pictures which the French class together as "actualités." In China, travelers marvel at the rapid strides towards literacy made by certain peasants, who are taught by methods wherein the linguistic symbols are very much the means and not the end. It is referents such as "poor men," "red flag," and "red army" which provide the interest.³ "Crude propaganda, of course (Mr. Snow comments) but . . . anyway, I should think it was a lot more amusing than teaching people to read via the this-is-a-cat, that-is-a-mouse, and the what-is-the-cat-doing, the-cat-is-eating-the-mouse method. Why teach to realists in allegories?"

Some of these "extreme" examples are extreme in more than one way.⁴ But they may help to illustrate the view that it is possible to use the learner's knowledge and interests as a jumping-pole that will enable him to clear syntactical hurdles of surprising complication.

An example of the second extreme is the English text⁵ made by Dr. I. A. Richards for Chinese learners. Here the interest is focused, as completely as possible, on the structure of the language itself. The "plot" of this text is the methodical development of one step in syntax after another. According to Dr. Richards, "it is absurd to expect him [the learner] to be allured by John's and Mary's insipid adventures on their way to school, or their hypocritical explosions of delight in seeing their dear teacher once more, while he is still endeavoring to make out what the featureless black marks on the page are trying to do."

Dr. Richards' object was to concentrate upon providing the Chinese student with a language structure with a minimum of vocabulary (under 300 words during the first year) that may be mastered comparatively quickly, and extremely thoroughly; so that during the second year he will be able to turn his whole attention to the subject-matter of his studies in history and science and so on, and follow them all in English.⁶

² See the first chapter of *The Meaning of Meaning* (Ogden and Richards) for an explanation of this terminology; especially the diagram on page 11.

³ Edgar Snow, *Red Star over China*, p. 243.

⁴ Examples in English of language texts appealing to more general interests are: *Basic Step by Step*, by C. K. Ogden, and the four booklets of the course entitled *The Basic Way to English*, prepared by a committee of educationists.

⁵ *A First Book of English for Chinese Learners*, by I. A. Richards. (Orthological Institute of China.)

⁶ For reasons in support of his opinion that the Chinese student can study these things far better in English than in his own language, see Dr. Richards' *Basic in Teaching; East and West*, especially the first two chapters.

The benefits to teachers and learners of a limited *vocabulary* have been sufficiently discussed, in articles in this journal and elsewhere. Similar arguments, and new ones, can be requisitioned in support of the advantages of a limited number of syntactic patterns. Syntactical counts are under way, following approved word-counting methods. Any good results of such work will be seen in better-graded textbooks. The dangers are that the first roughish but adequate results of statistical methods will be subjected to the refinements of graph and slide-rule procedures. Actually, reasonable syntactic gradation depends upon the existence of a Language, and syntactic counts are no more helpful than word-counts in the framing of such a Language.

The learner of a graded Language course possesses something really solid and usable at the end of a year. He has the satisfaction of knowing what he is doing, and of having his end in sight throughout the year. The teacher and educator find that having a Language eliminates a great many doubts and uncertainties, and simplifies (it would hardly be too strong to say makes possible) the task of gradation. To the advantage of both parties, such a Language, invented by reasonable methods, is more "open to reason" in learning and teaching than is the complete language. This journal is published in a country where one is still permitted to regard this as an advantage.

This Language, this compact and complete instrument for communication, is found to contain in itself hints and examples of all the complications of syntax that come in when the complete language is tackled. In English, for example, "will" is the form-model of auxiliaries like "can" and "should" which are not part of the Language system. Similarly "send," in the Language, is representative of those telescoped verbs which are capable of semantic analysis, and so in general are reserved for a later stage in the learning of the language.

The methods followed by Dr. Richards in the preparation of his primer for Chinese learners are marked by their attention to "primitive lucidity," to "backward translation," and to metaphor.

A sentence of primitive lucidity is one each separate word of which can be successively dramatized. Such sentences can be made so clear that the most illiterate or the most alien foreigner cannot fail to see what they do. These are the foundations on which the complications of the Language are built; or the posts to which they are tethered.

The principle of backward translation may be briefly explained. The test of whether or not a new construction is being introduced prematurely lies in the question of whether or not it can be paraphrased in constructions already available. And each new construction is thus a test of the learner's mastery of old work. So his body of knowledge is kept alive and strengthened and increased in an organic way.

The general failure of our language-courses to recognize the existence of metaphor seems due to insufficient care in the grading of material. A root-sense of a word should surely be established in a course before that word is allowed to appear as a metaphor. A course which at an early stage obliges the learner to look at shifts in meaning promotes readiness and flexibility in the understanding of later difficulties.

Understanding how metaphor works is not just a matter of comprehending how necks and legs come to belong to bottles and tables. Far more essential is the awareness of such things as the way in which verbs like "give" and "get" move from the physical to the mental sphere; and how prepositions like "in," "on," "under," and "through" operate by analogy in space which is fictional.⁷

Time and trouble spent in investigating the tricks of our essential verbs and prepositions (quite few in number in English) are justified when the learner takes later in his stride those "idioms" which cause so much worry to apostles and disciples of learning-by-repetition methods.

One feels inclined to hazard the suggestion that the intransigence of many who have taken part in controversies over methodological questions such as those of Direct Method versus Translation Method or Reading Method versus Oral Method has been the result of an imperfect examination of the essential problems of language and language-teaching. In other words, we have argued as if over eternal verities about matters which might better be regarded as tricks of the trade.

The Direct Method seems to be rather going out of favor. Certainly the teacher of a class sharing a common native language who conscientiously sticks to this method in all its purity is handicapping himself unnecessarily. But experience shows that as teachers of a foreign language our keenest arguments against the Direct Method occur to us when our tongue has grown rusty, and our visits abroad seem far away. Closer attention to problems of grading, and the rejection of cloudy and impossible ideals of correct usage, will put such doubts to rest.

Just as the sensible use of the Direct Method does not shut out the vernacular, which may profitably be employed for purposes of contrast as well as of comparison, so it does not imply that the method is exclusively, or even primarily, "oral." Starting his Chinese pupils with a foundation of lucid syntactical patterns, Dr. Richards quickly gets them to a stage where they can use the Language to discuss the Language itself. Pointing and gesturing and acting naturally play a big part in the laying of this foundation. Too much talk is confusing at this stage in either language. Dr. Richards regards as his principal aim, not an "oral" end, but the acquirement by his

⁷ See C. K. Ogden, *The A.B.C. of Basic English*, pp. 116-132, for a profound but very clear treatment of such "expansions" of the use of common English prepositions.

pupils of reading ability. For, if one may be permitted another platitude, reading ability is not well acquired without some ability to hear, talk, and write. A very sensible goal for such a course is to give the learner the ability to use the Language and read the language.

At the present time nothing can better serve our purposes as language-teachers than efforts to co-ordinate and make generally available the work of teachers all over the world. The work that lies ahead is that of providing model primers (and continuing courses) for learners with different kinds of interests and different types of native language; and the articulation of vocabulary-courses with syntax-courses. It is a heavy program, but one which the existence of Languages will render manageable.

There may be said to be four stages in the formation and exploitation of such a Language:

First, the formulation of a theory and general principles of language. It seems to me that the work of the authors of *The Meaning of Meaning* has made this first desideratum generally available.

Second, an *orthological* study of the language, at its modern stage, taking also into special consideration its immediate past.

Third, the tentative framing of a self-contained Language, and the exhaustive study of its capabilities.

Fourth, the kind of work which is now being done in English—the thorough testing of teaching procedures, methods, and courses, with the aim of discovering the best way or ways of teaching the Language, and arriving at a primer or primers which may serve as the backbone of the work of teachers throughout the world.

The result of such a program will be a profound change in teaching methods and principles. Wise teachers have always believed in the principles of carefully grading the material taught, and of making the pupil learn it by using it; but with the existence of Languages such principles will achieve a new level of fulfillment. The greatest advance of all is that suggested by the title of this article—a title which is meant to be suggestive rather than descriptive of its standpoint.⁸ “Language was made before men learned to think,” and every improvement in our selection of linguistic material is reflected in our pedagogy. Parrottry gives way to rational learning and teaching.

“Idioms” again provide an example. There are distinct advantages in symbolizing a “visible” airplane and an “exhibited” picture in such a way that their symbols can be seen as extensions of the functions of the noun “view.” Apart from the point that “in view” and “on view” have the merit of presenting no new phonetic difficulties to the foreign learner, there is here the crucial advantage that by the mere act of linking these idioms on to the

⁸ For a discussion of the distinction between Logic and Grammar, and their interrelation, see I. A. Richards, *Interpretation in Teaching*, Chapter 17 and throughout.

root senses of "view" which were already in his possession, the pupil obliges himself to gain further insight into the nature of language—of all languages. His earlier training in metaphorical usage saves him effort at this later stage. And this kind of linguistic training gives him practice in interpretation which will be invaluable for wider purposes, for literature and general culture.⁹

In my view, the immediate goal of those interested in the improvement of modern language teaching must be the framing of Languages which will be working models of the complete languages. Much help can be obtained in this task from a study of the work which has already been done in English.

In the special case of English, with the vast number of people who know the language already, and the vaster number who need to know it and use it, the importance to the world of obtaining the best possible ways of teaching the Language can hardly be exaggerated.

⁹ For a discussion of such wider values, see A. P. Rossiter, *Statement and Suggestion*, especially, pp. 58-77.

The Source of Mallarmé's *L'après-midi d'un Faune*

GEORGE N. HENNING

George Washington University, Washington, D. C.

IN his article, "D'où sort *L'après-midi d'un Faune* de Mallarmé?", in *Modern Language Notes*, November, 1937, Professor Schinz, after referring briefly to other theories, queries: "N'est-il pas beaucoup plus simple de voir dans le poème de Mallarmé tout bonnement une expression de l'hellénisme de l'époque? (Gautier: *Affinités secrètes*, Banville: *Dieux en exil*, Leconte de Lisle: *Poèmes antiques*) . . . Peu de temps avant l'apparition du poème, Mallarmé avait été chargé par l'éditeur Rothschild de faire une adaptation française de la Mythologie de Cox, parue en Angleterre. . . . A la fin du volume, Mallarmé a imprimé un certain nombre de poèmes français contemporains—Hugo, Banville, et enfin un Leconte de Lisle (*Pan*, in *Poèmes antiques*) qui contient absolument tous les éléments de *L'après-midi*."

It may be pointed out that there is very little "Hellenism" in Mallarmé, and that the adaptation of a work on classical mythology was not his idea but a publisher's. While Professor Schinz offers proof positive that Mallarmé was familiar with the poem *Pan*, the statement that it "contient absolument tous les éléments de *L'après-midi*" is open to question. In the first place, there are some minor differences. Leconte de Lisle's nymphs are dancing, ("Elles entourent Pan de leurs rondes rapides"), while Mallarmé's are at rest ("Ondoie une blancheur animale au repos"); Pan's amorous exploits occur "Aux clartés de la lune," the Faun's "au fier silence de midi." More important is the fact that no word indicates that Leconte de Lisle's nymphs are imaginary, a delusion of the Faun's senses, whereas from the opening line "Ces nymphes, je les veux perpétuer," and the "Aimai-je un rêve?" of line 3, various passages—lines 8-9, 46-47—to the final line: "Couple, adieu; je vais voir l'ombre que tu devins," intimate that Mallarmé's are simply imagined types of ideal beauty. This element seems original with Mallarmé and is typical of the tenuous and intangible nature of his poetry. Finally, *Pan*, despite a conventionally amorous ending, is an essentially passionless picture, while throughout *L'après-midi* runs a decidedly sensuous vein which never came from Leconte de Lisle's poem.

The inspiration of Mallarmé's poem has often been attributed to Boucher's picture, "Pan et syrinx," in the National Gallery at London. I know of no absolute proof that Mallarmé ever saw this picture, but it would be almost incredible that the homesick and impoverished French youth, in his two years' stay at London, should not have seen this picture by his famous

fellow-countryman. A comparison of some of the details of the picture and of some of the lines of the poem confirms the belief that Mallarmé had not only seen the painting, but consciously or unconsciously was influenced by it. This of course can be made obvious only if one has the picture or a reproduction of it¹ under his eyes, but I call attention to the following passages in Mallarmé, all of which seem to me to correspond definitely to parts of the picture:

Ondoie une blancheur animale au repos (line 29).

A ce massif (line 72).

Des pieds de l'inhumaine au cœur de la timide (line 79).

And especially lines 63-74, all italicized by Mallarmé:

Mon œil, trouant les joncs, dardait chaque encolure
Immortelle, qui noie en l'onde sa brûlure
Avec un cri de rage au ciel de la forêt;
Et le splendide bain de cheveux disparaît
Dans les clartés et les frissons, ô pierreries!
J'accours; quand, à mes pieds, s'entrejoignent (meurtries
De la langueur goûtée à ce mal d'être deux)
Des dormeuses parmi leurs seuls bras hasardeux;
Je les ravis, sans les désenlacer, et vole
A ce massif *ha! par l'ombrage frivole,*
De roses tarissant tout parfum au soleil,
Où notre ébat au jour consumé soit pareil."

If we grant that the real "inspiration" of a poem ever comes from any other source than the poet's heart, I believe that the source of *L'après-midi d'un Faune* is to be found rather in the voluptuous eighteenth-century painting than in the chaste lines of the great Parnassian leader, Leconte de Lisle.

¹ It is reproduced in Pierre Nolhac, *François Boucher*, Goupil et Cie., a copy of which is in the Library of Congress.

*Good Teaching of French**

HUGO GIDUZ

University of North Carolina, Chapel Hill

(*Author's summary.*—For good teaching, teachers must first of all be well prepared in all phases of the language. Haste results in poor teaching. Lessons must be carefully planned to hold interest of pupils. Assignments must be carefully and clearly made. Teachers need further study abroad or in summer schools.)

THIS subject of good teaching has been well discussed in various articles,¹ and in most of the addresses at this convention. Some of you are no doubt familiar with the literature of pedagogy in which good teaching is frequently mentioned and dealt with at some length. I shall very likely not add anything to these statements, and in fact I shall no doubt repeat much of what you already know. In any event, I shall make an effort to deal with this subject more specifically from the point of view of the teacher of French.

What are the criteria of good teaching? Whose criteria are we to accept? If we do find the answers to these questions can we be certain that they will suffice in all cases, at all times? I believe not. So I intend to discuss with you rather informally what seem to me to be the essentials for good teaching.

Of course, for the most part, we all admit that we are good teachers! Very few will admit that they are not, and up to a certain point I believe that most teachers are correct in that assumption. We must have confidence in our ability to do good teaching or else we shall be hopelessly lost from the outset: but we must beware of overconfidence. Too many teachers are entirely too sure of themselves; they are too complacent. In this attitude lies one of the greatest dangers of real failure. The teacher who is so sure that he is doing good teaching that there is no room for improvement is more hopeless than the poorest teacher who realizes his shortcomings.

Thus I would say that the first essential for good teaching is a realization of the fact that each of us can do better work. The problem then is to find out where and how improvement may best be accomplished.

If it could be said that French is generally well taught in our schools, this discussion would be superfluous. Unfortunately, French is not well taught in most of our schools. There is probably no subject in our curriculum that is more under fire than French. This is not because it is French, but because of the ineffective manner in which it is taught.

* A paper read at the meeting of the Modern Language Teachers' Section of the Western District Teachers' Association of the N.C.E.A., at Asheville, N. C., Oct. 15, 1937.

¹ See especially; M. L. Wright, "Ten Outstanding Characteristics of a Good Teacher." *North Carolina Teacher*, February 1930, pp. 208 ff.

D. H. Carnahan, "Good Teaching," *Modern Language Journal*, VIII, 405 ff.

The figures of the Modern Foreign Language Study, Volume IV, entitled, Enrollment in The Foreign Languages in Secondary Schools and Colleges of The United States, show that in those sections of the country where the teaching is better, the enrollment is greater.²

For a number of years I have been studying the results of the placement tests in French at the University of North Carolina. From these results I have drawn some very definite conclusions. The one with which we are most concerned here is that French is badly taught in most high schools.

It is of course, in all fairness, necessary to admit that in these tests we do not, nor can we, test the students for all types of achievement in French. We do not test for either oral or written composition, but on the whole we have found that the tests give us satisfactory results as proven by the students' work in their college courses.

I have published the results of my studies of these tests in the *High School Journal* for the past seven years.³ You will find that these tests show that approximately 70 per cent of the students coming from the high schools of this state with two years of French do not have sufficient knowledge of the language to be advanced into the next course. To put it otherwise, only 30 per cent show enough knowledge of the language to warrant their advancement. Parenthetically, I may say that the French department of the University has been rather lenient in its requirements for such advancement.

From such results we draw the conclusion that the teaching in general has not been good in our state. Students coming from certain schools regularly do better work than those from others. Consequently we may feel that the teaching in those schools is better. And as we learned from the Modern Foreign Language Study, where the teaching is better the enrollment in French is greater. It is rare in such schools to find our subject under fire. French is attacked only where it is poorly taught.

Let us now examine the factors which make for better teaching. Let each of us test his own qualifications and preparation, his methods of teaching, and see if he can meet with the requirements.

For good teaching, I believe that all will agree that a knowledge of the subject-matter is the first essential in any subject. We cannot teach what we do not know. Just keeping a day ahead of the class can never result in good teaching. To be a good teacher of French, therefore, it is first of all of the utmost importance that the teacher know well the language in its various phases: speaking, understanding, reading, writing.

Some may feel that instead of a knowledge of subject-matter, native ability, enthusiasm, and other such fundamentals should be the first es-

² See Hugo Giduz, "Where Better Teaching Is Done Enrollment Is Larger." *N. C. Teacher*, March 1930, VII, 265 ff.

³ See articles by Hugo Giduz, in the *High School Journal*: XIV, 353; XV, 341; XVI, 281; XVII, 29; XVIII, 77; XVIII, 227; XIX, 238.

entials. I shall not quarrel with them. I have merely taken these essentials for granted in everyone who has any pretensions to good teaching.

Given these fundamentals, then, let us consider what else is necessary for good teaching.

There are certain qualities essential to all teachers, such as a sense of humor and justice, patience, willingness to work hard and to do more than one is paid for, a desire to keep up with what is going on in one's field. These are but a few of the fundamental essential qualifications for a good teacher. One might go on at much greater length, but because of the limitations of time I shall stop with the mention of these few. They will suffice to indicate briefly the general consensus of opinion on this subject. I shall go on with the particular needs for good teaching in our own field.

Modern foreign languages cannot be hastily mastered. It takes slow, careful, well-planned work to teach even the simplest fundamentals of French to a group of from twenty-five to forty pupils. To put it another way, the cause of much of our poor teaching is frequently, haste. For years I have preached to students and teachers, the gospel of "Make haste slowly."

In doing this, the work need not be dull, nor need it drag. The pupils should be kept interested in their study. By careful planning of each day's work the teacher can keep the pupils busy mastering the fundamentals in such a manner that they will enjoy doing it. Unless they do enjoy the work they will never be successful. The skillful teacher will plan to use the material that will give a maximum of drill with a minimum of monotony. When the work become monotonous, life drags in the class and the learning process slows down. Pupils will be interested in anything that they enjoy—and no pupil ever succeeds in learning anything in which he is not interested.

Any teacher who expects to make his work interesting to his pupils must set up his objectives before he starts his year's work. He must have it all clearly planned. Unless this is done his teaching will not be effective. It is not necessary that the plans be strictly adhered to, if the needs of the class should be such that it would be advantageous to deviate from them. But good teaching demands that the teacher have clearly outlined what it would be desirable to accomplish during the year.

Since it is generally conceded that pronunciation is the first thing with which we should concern ourselves in teaching French, let me say that the pupils are really not interested in pronunciation, as such. For them it is merely a means to an end; and rightly so. But we must teach them from the beginning to pronounce reasonably well. It can be done.

Modern practice recommends the use of phonetics for the purpose of teaching the pupils to acquire a satisfactory pronunciation. Most up-to-date grammars base their work in pronunciation on phonetics. Unfortunately, too many teachers do not know how to use this material. Too often

the mere teaching of phonetic symbols is confused with the teaching of phonetics—which is an entirely different matter. Every teacher should have a sound foundation of phonetics, but he should avoid trying to teach a beginning high school class in French as he would a college class in phonetics. The use of phonetics in the beginning high school class should be merely a means to an end; a bridge that may later be dispensed with when a satisfactory pronunciation has been acquired. The pupils need become acquainted with phonetics only in so far as it will help improve their pronunciation. In order to learn how to apply this knowledge of phonetics to the classroom procedure, a knowledge of the technique of teaching it is necessary.

This technique must be studied, for it is no simple matter. It is a rare teacher who can successfully adapt his knowledge of phonetics to the needs of a high school class. Of course, as with all else in teaching, it is essential that the teacher know much more of his subject than is required for use in the classroom.

While the process of teaching pronunciation is going on we must give the pupils some live material. The phonetic drill must be kept from boring them by using for this drill some real live French in so far as possible. We thus develop not only skill in pronunciation, but also build up a useful vocabulary at the same time. In addition a feeling for simple, everyday constructions is acquired. With such a basis of work the pupils will enjoy the drill which will appear more or less spontaneous and incidental. This early work on pronunciation based on live French should also build up the foundation of the vocabulary which will be useful in later work.

Every teacher should frequently "take stock" of the work done by checking over the achievement of the pupils. The most effective means of doing this is of course through the use of objective tests. For longer examinations the standardized tests are the best. Thus the accuracy of achievement, and of the teaching may be tested. We should not permit work that is merely "good enough" to pass for "good" work. Teachers are prone to be entirely too lenient in their grading of pupils. It is fully as unjust and unfair, if not more so, and actually more harmful in the end, than being too strict in grading. Pupils whose work is very mediocre are given high grades and are misled in the belief that their work is good, or even superior. One of the most important factors in good teaching is fairness of grading. Teachers are not often consciously unfair to the pupils, but they do allow the human element to creep in too frequently.

I do not wish to imply that we should not be human in our dealings with the pupils. Far from that! We must take a very human interest in the pupils and their activities if we expect them to take a live interest in us and our work. It is through a community of interests that the disciplinary problem can most easily be solved, or at least minimized. If you can arouse the interest of the pupil in what you are trying to do, and get him

to feel that you are interested in his activities, you need fear no difficulty concerning discipline.

At times teachers find their classes at rather loose ends and restless. This restlessness is often progressive in its intensity, until finally the teacher loses control entirely. This may be due to the fact that the teacher has started out by permitting a few pupils to "get away with" inattention and too much freedom. From the very outset the teacher should insist on attention and good conduct in the classroom. The stricter and more insistent you are at the beginning, the easier will be the problem later. It is a simple matter to "ease up" after a while. I do not believe in military discipline for the classroom, but in order to be effective in your teaching, attention to what is going on is necessary at all times.

If you give the pupils something to do in the foreign language from the first day you will be able to hold their attention without any difficulty. By standing, before the class, particularly a large one, it is a simple matter to discover who is paying attention, and who is not. Your questions and drill should never be directed at the pupils in any fixed order. Never let them know "where lightning is going to strike." Go contrary to the adage and let it strike more than once in the same place if it seems advisable. Calling on pupils for responses must be rapid-fire work. Pupils will not become bored with this type of recitation, and will be less likely to cause disturbance in the class. The resulting attention and interest will make for better learning.

It is very necessary that the teacher keep track of the passage of time during the recitation, but it should be done as unostentatiously as possible. It is best to keep a watch or clock on the desk rather than to depend on the wall clock, for if the pupils become aware of the fact that the teacher is watching the clock they will follow suit—with a different purpose, of course. The good teacher always has the period carefully divided so that each part of the lesson receives the amount requisite to do it well. There must always be enough time allotted for the assignment of the next lesson so that it may be clearly and definitely made. There should never be any doubt as to what the assignment for each day is. There should always be sufficient time allowed to explain carefully all new material. In teaching French there is nothing so harmful to good teaching as to tell the pupils merely, "Take the next lesson." The good teacher always clarifies new material before assigning it to be learned.

It is always good practice to give the pupils plenty of material that does not appear in the lesson as found in the text. The preparation of this outside material requires infinite and painstaking work and thought on the part of the teacher. The oral material that is given the class should not be haphazard or incidental, though it may appear so to the pupils. Save for rare occasions this should always be well planned; otherwise there will be a tremendous waste of time. In addition, the teacher should plan to give in

each lesson, material that occurs later in the text, so that when that is reached it will no longer be entirely new. For example, the use of the idioms with *avoir* may be introduced in the early lessons. It is a very simple matter to teach the use of *avoir faim*, *avoir soif*, *avoir raison*, *avoir tort*, etc., soon after the present tense of the verb has been learned. The idioms of weather with *faire* may be used long before they appear in the text. The formation of the future of regular verbs may be introduced far in advance of its appearance in a regular lesson. The idioms of time, date, etc., may be gradually introduced so that they may not be conceived of as difficulties. The pupils readily become familiar with these expressions and acquire a feeling for the constructions. Furthermore, the usage of these expressions lends life and interest to the work.

The teacher who would hold the interest of the class at all times must be certain that his pronunciation and enunciation are such that all of the pupils can hear and understand what he says, or else he will soon be in difficulty. In order to achieve this it is not necessary to shout. Poor pronunciation and enunciation will lead to much unnecessary repetition and misunderstanding. If every teacher of French were required to take a course in public speaking the teaching would be vastly helped.

The use of "realia" in the classroom will always give the teacher an opportunity to get away from the actual drill of the lesson. The pupils are always glad to "get the teacher off the track." It is through the skillful use of realia that the teacher can broaden the horizon of the pupils and give them much of the cultural material that is now stressed so much by methodologists. One should never hesitate to spend time in the discussion of the life, customs, manners, art, and music of France. If historical incidents or characters are referred to in any fashion during the lesson, one should welcome the occasion to "get off the track." The trouble is usually that it is difficult to arouse the pupils to any discussion concerning these matters. Naturally, we must beware of overdoing this type of thing. The skillful teacher may make these interruptions for the explanation and discussion of outside material seem spontaneous, whereas in reality they have been carefully planned in advance.

Another means of giving the pupils this cultural material is through the organization of a French Club. This is admittedly not directly a classroom device for the improvement of teaching French, but just for that reason it may be made the more effective. The matter of the club is a separate topic, too long and complicated to discuss here.⁴

Without careful planning, no teaching will be thoroughly effective. All of the points that I have mentioned must be part of a well-planned course. Otherwise the teaching will be ineffective.

⁴Hardré & Giduz, "French Club Programs." Lithoprinted; Ann Arbor, Michigan: Edwards Brothers. 1937.

One of my former professors recast Patrick Henry's famous words, "Eternal vigilance is the price of liberty," into, "Eternal repetition is the price of learning a modern language." This should be in the mind of every teacher of French. But the repetition should never degenerate into parrot-like work. There must be enough variation so that there will not be deadly monotony. Mutations of various types are the best aids for this purpose.

The effective teacher will keep in touch with the latest information concerning the teaching of French, by reading regularly either or both of the outstanding journals in our field, the *Modern Language Journal* and the *French Review*. We may not always agree with the writers of the articles, but we can always find thought-provoking and inspiring material in them. The reading of these articles will help keep us out of a rut. If they do nothing other than cause us to consider our own work and help us to analyze what we are doing they will be worth while. Self-sufficiency and complacency are fatal to good teaching.

One more, and perhaps the most important means of improving our teaching, is further study, either in this country or abroad. I realize that salaries in our state are so low that it is not a simple matter to save enough to afford expensive trips abroad or to schools in this country. You will find, however, that the better prepared teachers get the better paid positions. Teachers have said to me that if I could find better paying positions for them that they would be happy to spend their summers in further study. My invariable reply has been that if they will prepare themselves for better positions first, it will be easier for me to find better paying positions for them.

If you will consider the various factors that I have mentioned, in no logical or necessarily valid sequence, you will admit that "good teaching" is no simple matter. When may we feel then, that we are doing good teaching? I should say that when we have inspired our pupils with the feeling that they want to go on with their study of French; when they want to learn more about France and the French people; when they take such an interest in French life, art, music and literature that they want to do independent reading about them; when we find that their study of French is not a drudge and a bore, and they say that they would rather go to French class than to any other; when their French is not merely another required subject in their course of study. When they reach that stage we need not be concerned about their ability to go on in an advanced course and then indeed we may feel that our teaching has been "good teaching."

Carl Schurz as a Student of Modern Foreign Languages

THEODORE SCHREIBER
Alma College, Alma, Michigan

IN 1850 young Schurz rescued his beloved Professor Kinkel of the University of Bonn from the military prison at Spandau, a sensational achievement. Not before arriving in Scotland did they feel free and safe, though the vocabulary of neither one contained the word liberty and its synonym freedom. The only two English words they knew meant something more prosaic and real. As both fugitives were hungry and thirsty, they entered an inn. There they tried to make practical use of all their English, supported by gestures and grimaces, and they succeeded admirably.

Still wearing the shaggy disguise in which they had managed their escape from the Prussian police, the two Germans ordered "beefsteak" and "sherry"—two nouns which they kept repeating to the consternation and amusement of waiter and innkeeper. At last, when Schurz threw a gold coin on the table, its meaning struck home. Soon the waiter returned with tempting substantials while slowly and emphatically repeating: "ox-tail-soup." The faces of the two odd-looking strangers lighted.

Schurz concludes the incident with the following instructive remarks: "This was the first lesson in English. Judging from the similarity with two German words we could well imagine what the word 'ox' and 'soup' signified, but the meaning of the word 'tail' became clear to us only when we saw the contents of the tureen on our plates. We found the soup delicious, and thus our English vocabulary had been enriched by a valuable substantive."¹

In a letter to Mrs. Kinkel from Edinburgh, dated December 1, 1850, we are fortunate in having Schurz' immediate reflections on the amusing happenings. "Today," he writes, "for seven hours uninterruptedly strolling about we searched for an eating place because all are closed on Sunday; and when late at night we picked one up, it was found that we understood English enough to select, out of the entire list of earthly things, a beefsteak, a pudding, and a bottle of Xeres, with trimmings. Not without reason do we imagine that our progress will quickly disclose the most splendid talents."²

We have noticed that this first report makes no mention of the oxtail soup and includes a pudding. This item does not necessarily contradict the

¹ *The Reminiscences of Carl Schurz*, New York: McClure Company, I, 335.

² *Intimate Letters of Carl Schurz, 1848-1869*. Translated and edited by Joseph Schafer. *Publications of the Historical Society of Wisconsin*, Vol. XXX.

account in the *Reminiscences* since Schurz speaks in his letter about those "earthly things" which they were able to recognize on the menu card, while their active vocabulary consisted only of beefsteak and sherry.

It appears that Schurz, regarding the linguistic progress in the acquisition of English, was quite hopeful and certainly no less willing to learn the tongue of the British Isles, but, as we shall see, was sadly mistaken about this. For he soon became bitterly disappointed. True, the English were not very friendly toward Freethinkers and Revolutionists, but it was the English idiom itself that found little grace in his ear. When visiting London, Schurz attended a Shakespearean performance, the German text of which was familiar to him. Nevertheless his reaction to the English performance was more hostile to the encouragement of learning English than he could ever have anticipated. "I had hardly any enjoyment of it," he recalls, "as the impure vowels and the many sibilants, the hissing consonants, in fact, the whole sound and cadence of the English language, fell upon my ear so unmusically, so gratingly, that I thought it a language that I would never be able to learn. And, indeed, this disagreeable first impression long prevented me from taking the study of English seriously in hand."³

One is tempted to believe that the Scotch at Edinburgh had no such displeasing effect upon Schurz, at least there is no record of complaint until he arrived at London. Be this as it may, the fact remains that Schurz "lived twice as long in London" as in Paris, however "without learning even to carry on a conversation in English"⁴ while he most thoroughly and successfully applied himself to the mastery of French, as we shall see later.

The author of *The Americanization of Carl Schurz* indulges in extensive speculation as to possible reasons for Schurz' neglecting to learn English in England despite being engaged in teaching German to Englishmen. The one reason for this neglect Schurz himself furnishes in two passages, one of which is quoted already, finds no mention at all: "I could have found a great many more pupils if I had been able to speak English. But, strange as this appeared to myself in later life, my musical ear still rebelled against the sound of the English language, and could not conquer its repugnance,"⁵ On the contrary, Dr. Easum says: "There are several partial explanations of that failure [to learn English], none of them quite satisfactory," and again "his failure to learn the language of America remains inexplicable . . ."⁶ The jarring of a foreign tongue upon one's ear apparently is not even one of the "partial explanations" as listed by Dr. Easum. Yet the whole affair is so simple if one has any familiarity with and understanding of a foreign language student gifted with great oral sensitivity. And Schurz

³ *Reminiscences*, I, 337

⁴ Chester Verne Easum, *The Americanization of Carl Schurz*. The University of Chicago Press, 1929. p. 58.

⁵ *Reminiscences*, I, 367.

⁶ *Americanization*, pp. 58, 59.

was not only a lover of classical music, but played such himself on the piano. Moreover we read in one of his letters, written on April 19, 1852 that he felt himself a stranger in England and would continue to do so even if he should secure a formal certificate of naturalization.⁷

Schurz hoped to find, and actually did find, this altogether different in the United States. To be sure, he had his illusions as has every other immigrant, but he knew "that only a vigorous, uninterrupted activity" would enable him to succeed here, and "just this is what I seek in America," writes he, in the aforementioned letter to a German friend.⁸

This "vigorous, uninterrupted activity" was first applied to the learning of the language of the land. Thus we read: "My first task was to learn English in the shortest possible time. I have of late years," he continues, "frequently had to answer inquiries addressed to me by educators and others, concerning the methods by which I acquired such knowledge and such facility in using it as I possess. That method was very simple. I did not use an English grammar. I do not think I ever had one in my library. I resolutely began to read—first my daily newspaper, which happened to be the 'Philadelphia Ledger.' Regularly every day I worked through editorial articles, the news letters and dispatches, and even as many of the advertisements as my time would allow."⁹

Schurz then remarks that the content of the paper was "sometime a little insipid, but usually very respectable in point of style. Then I proceeded to read English novels. The first one I took up was *The Vicar of Wakefield*. Then followed Walter Scott, Dickens, and Thackeray. Then Macaulay's historical essays, and, as I thought of preparing myself for the legal profession, Blackstone's *Commentaries*, the clear, terse, and vigorous style of which I have always continued to regard as a very great model. Shakespeare's plays, the enormous vocabulary of which presented more difficulties than all the rest, came last. But I did my reading with the utmost conscientiousness. I never permitted myself to skip a word the meaning of which I did not clearly understand, and I never failed to consult the dictionary in every doubtful case."¹⁰

The biographer of Schurz' early life in the United States tells us: "In six months he [Schurz] had acquired a servicable knowledge of the language, though five years elapsed before the delivery of his first public speech in it . . ."¹¹ Of course this lapse of five years must not be interpreted as

⁷ "By and by I might have a good living here in England, but citizenship here, for the alien, is merely formal. The stranger remains a stranger here. Under such circumstances I cannot feel at home." *Intimate Letters*, Also compare the letter to his parents of May 19, 1852; and his account in *Reminiscences*, I, 401.

⁸ To Adolf Meyer. *Intimate Letters*, p. 109.

⁹ *Reminiscences*, II, 9-10.

¹⁰ *Ibid.* II, 10.

¹¹ *Americanization*, p. 59.

if Schurz had lacked the skill to do so at an earlier date. He merely lacked the opportunity. His stumping for Fremont in 1856 was done in German. "Although he states in his *Reminiscences* that he did not use it publicly in this campaign he wrote to Kinkel at the end of it that he found English for many things easier and more effective than German. The making of American political speeches was evidently one of them . . ."¹²

When questioned in which language he preferred to think and write he "always answered that this depended on the subject, the purpose, and the occasion. On the whole," he says, "I preferred the English languages for public speaking, partly on account of the simplicity of its syntactic construction, and partly because the pronunciation of the consonants is mechanically easier and less fatiguing to the speaker. I have preferred it also for the discussion of political subjects and business affairs because of its full and precise terminology, but for the discussion of philosophical matters, for poetry, and for familiar intimate conversation I have preferred German."¹³

No less interesting and instructive is that Schurz found it easier to translate English into German than vice versa. In fact he writes at length on the benefit of knowing German partly because of its unexcelled translations of the world's best literature, whereas English lacked a good many equivalents for German words and sentiments which many a non-German friend of his had also experienced after having learned and mastered German as a second tongue.

It has been stated before that Schurz learned English not by the piecemeal grammar method, but threw himself literally *in medias res*. But much and good reading was not all. In addition he translated "chosen passages into German and then back again into his own words in English, for the comparison with the originals."¹⁴ This ingenious way of learning a foreign language reminds us somewhat of young Goethe's method as reflected in his "Liber Exercitiorum Germanico Graecorum" of 1759 in which four different languages appear side by side.¹⁵ Schurz states about his own exercises as follows: "This was a very laborious work, but so to speak, I felt in my bones how it helped me. Together with my reading, it gave me what I might call a sense of the logic and also of the music of the language."¹⁶

Schurz undoubtedly was gifted for expressing himself masterfully in whatever language vehicle he enhanced his thoughts. Up to the age of nineteen he had written many poems, a kind of autobiographical novel of some thirty thousand words¹⁷ and after having witnessed a Hamlet perform-

¹² *Ibid.*, p. 147.

¹³ *Reminiscences*, II, 11-13.

¹⁴ *Americanization*, p. 60.

¹⁵ *Der junge Goethe* by Max Morris, I, 64.

¹⁶ *Reminiscences*, II, 11-12.

¹⁷ *Richard Wanderer*, edited by the late Professor Julius Goebel.

ance at Köln he had decided to become a dramatist. During the outbreak of the revolution of 1848 he was occupied with working on a drama entitled: *Ulrich von Hutten*.

The choosing of this political leader of the Reformation as a dramatic theme already foreshadows the later course of Schurz himself. He also was editor of the *Bier-Zeitung*. But the revolutionary fervor swept him away from all literary aspiration except that he perhaps was the chief contributor to the *Bonner Zeitung* a newspaper siding with the revolutionists.¹⁸ His skill in handling his own mother tongue was however by no means the product of mere genius, but just as much the result of hard work. The account Schurz gives us about his training to write excellent German is of the utmost concern to every language teacher and student of whatever brand. Schurz owed his schooling to one of his early teachers at the gymnasium at Köln, whose name was Heinrich Bone. But let us listen to Schurz' own words:

Heinrich Bone . . . became widely known as a teacher of exceptional ability. He instructed us not only in Latin, but also in German, and he strictly held to the principle that clearness and directness of expression are the fundamental requisites of a good style. Instead of wearying his pupils with dry grammatical rules, he gave them at once short compositions to write, not upon subjects like "The Beauty of Friendship" or "The Uses of Adversity," but simple descriptions of things actually seen—a house, a group of people, a picture, to be rendered in the simplest possible sentences, without any complication or ornament. The most important rule, however, which he enforced with special emphasis was this: every noun, every adjective, every verb must express some object or some quality or some act perceptible to the senses. All that was vague or abstract or not perceptible to the senses was at first severely forbidden. In this manner he accustomed his pupils to see clearly whatever was before their eyes, and then to set forth the impressions received in words so concise and clear-cut that their meaning was unmistakable.

When we had attained a certain degree of efficiency in this very simple exercise, we were allowed to enlarge the form of our sentences, but only for the purpose of presenting more clearly and fully some vivid picture. Thus we were led step by step to the construction of some complicated periods. Narrative compositions followed the descriptive ones, the teacher's requirements still being the utmost clearness of expression; and not until the pupil had proved himself competent to grasp and to present the actual, the sensually perceptible, was he admitted to indulge into abstractions and reflections. This method taught us not only to form correct sentences, but to exercise the faculty of correct observation, which, strange to say, is developed in a comparatively small number of people.

The fundamental idea underlying this method, applicable to all instructions, is that the principal aim of teaching should be to fit, equip, and stimulate the mind of the scholar with a view to independent action. Herein lies the secret of all successful mental education. This is the way to learn how to learn. To be sure, the pursuit of this method demands teachers of ability and thorough training, to whom their calling is something more than a mere routine business.

¹⁸ *Reminiscences*, I, 112. Schurz' reaction toward academic learning, so frequent in German youth ever since the Storm and Stress generation of 1770, found its exact repetition shortly before and after Hitler's ascent to power. Compare my "Der literarische Kampf der Stürmer und Dränger gegen die Buch- und Schulweisheit ihrer Zeit," *Monatshefte* xxv, 1933, and *Carl Schurz and German Unity*, Philadelphia, Pa., W. B. Graf & Sons, p. 4.

Of course I . . . learned, through my own experience, to appreciate how greatly the study of a language is facilitated by studying the history of the country to which it belongs. This applies to ancient tongues as well as to modern. When a student ceases to look upon the book which he is translating as a mere pile of words to be brought into accord with certain rules of grammar, when that which the author says stimulates him to scrutinize the true meaning, relation and connection of the forms of expression and the eager desire to learn more of the story or the argument urges him on from line to line, and from page to page, then grammar becomes to him a welcome aid, and not merely drudgery, and he acquires the language almost without knowing how.¹⁹

Here a comment seems to be superfluous, except that I wish to remind my colleagues of the fact that Schurz both in the case of learning German as well as in learning English, in his mature years, entertained his own ideas about the use of grammar in language teaching and learning! And a historian like Joseph Schafer of Wisconsin does not fail to call attention to the above method:

Professor Bone seems to have hit on a single general rule for composition which was not unlike Lincoln's self-discovered rule, namely: Take a subject about which you have or can acquire some real knowledge, think out every point to perfect clearness, and write in a simple, direct way.²⁰

Fortunately Schurz left us an even more noteworthy record of how he had studied French in Paris after his dramatic escape during the trying days of the revolution in 1848. Here at once he concentrated on perfecting his knowledge of the French language of which he had acquired the fundamentals at the gymnasium in Köln.

The first statement to be given here might well shock any teacher: "My teacher allowed me the choice of the method of instruction . . ." ²¹ This French woman must have been as unconventional a teacher as Schurz was an unusual pupil. It is true, Schurz was the only student in the class, as he paid for being privately instructed. But we may well consider the psychological aspect of freedom and ease in our own large language classes. The method Schurz chose also was wholly his own: "I proposed to her, instead of following the usual custom of memorizing rules of grammar, that I would write for her little letters or essays on subjects that interested me. She was then to correct my mistakes and to instruct me in the idiomatic forms of speech. In following this method we were to have a grammar at hand for the purpose of pointing out the rules which I had violated . . ." ²²

This writer can vouch for the singular success of this method applied to even beginners. I am in the habit of putting from ten to fifteen German words, including a few verb forms on the blackboard every day for the first

¹⁹ *Reminiscences*, I, 55-59.

²⁰ "Carl Schurz, Militant Liberal." *Publications of State Historical Society of Wisconsin*. Biography Series, I, 12.

²¹ *Ibid.*, I, 337.

²² *Ibid.*, I, 337-338.

two or three weeks, leaving the customary introductory lecture for the little intervals of rest which teacher and class equally much enjoy after each thorough workout. Man is the animal that apes the most. And chorus work, like a mass demonstration, is infectious. Most of my students take a real pride in the fact that they already can talk German after the first hour of beginning German. Indeed, they themselves marvel at their success in writing their first free composition, in a language not their own, for our second class meeting. Their first impression is so good that the more alert members of the classes soon ask for the printed grammar while the mere average student is happy not yet to have heard of it.

Of his French lessons in Paris he reports that his "method proved very successful. My letters or short essays treated of real happenings that occurred to me, or of what I had seen in museums, or of books or of the political events of the day . . . Aside from these lessons I read much and never permitted myself to skip over words or forms of speech which I did not understand. My progress was encouraging. . . .²³ And again: "This way of learning a foreign language proved no less effective than agreeable."²⁴

When Schurz set down these recollections, many a decade after their actual experience had passed. But even if his memory should have colored them unconsciously, the ideas about teaching and learning a foreign language as voiced by Schurz would be worth while considering. In a final passage taken from the same source, Schurz does not withhold direct advice from his readers concerning our problem. "One may begin the attempts of free expression," he addresses teachers and students alike, "and thus an independent use of the language, with comparatively small vocabulary. Conscientious reading and well-conducted conversations will then quickly enlarge the vocabulary and develop the facility of expression. But I cannot lay too much stress upon the fact that the free and exact rendering of one's own thoughts *in writing* is the most efficient exercise in acquiring a language. . . . One may without difficulty, also without constant opportunity for conversation, retain a complete possession of a language once learned by simply reading to one's self every day aloud a few pages of some good author."

Summing up what Schurz, the brilliant writer and orator, has to say on the subject of learning a foreign language, we arrive at the following points: (1) Direct audible approach; (2) Visual demonstration of objects; (3) Speaking and writing simple sentences on topics most familiar to the individual students; (4) Daily reading aloud of passages of good authors for advanced students; (5) Class conversation not monologue by the teacher; (6) Use of grammar as a reference book only.

²³ *Ibid.*, I, 348.

²⁴ *Ibid.*, I, 349.

*A Reference Chronology of French History**

ARTINE ARTINIAN

Bard College, Columbia University, Annandale-on-Hudson, N.Y.

B.C.

- 1200(?). The Phoenicians had trading settlements among the Gauls of France.
- 600(?). The Greeks of Phocaea founded a colony at Marseilles.
- 397. The Gauls of France invaded Italy, conquered the north, and probably Rome.
- 280. The Gauls ravaged Greece.
- 170. The Romans expelled the last of the Gauls from Italy.
- 122. The Romans defeated the Gallic King Bituit and established a Roman province in southern Gaul (Provence).
- 58. Julius Caesar began his famous conquest of Gaul.
- 52. Widespread revolt of the Gauls under Vercingetorix crushed by Caesar.

A.D.

- 100(?). Christianity entered Gaul.
- 120. Emperor Hadrian so enriched the Gallic cities he was called the "Restorer of Gaul."
- 177. Terrible Christian persecution at Lyons.
- 250. Martyrdom of St. Denis, patron saint of France.
- 312. Constantine, a Gaul, made the Roman world Christian.
- 360. St. Martin completed the conversion of Gaul; Julian drove out the invading Franks and rebuilt Paris.
- 406. Gaul pillaged by the Vandals.
- 451. Gaul pillaged by the Huns; the battle of Châlons.
- 481-511. Clovis (466-511).
- 486. Clovis defeated the remnant of the Romans, and established a Frankish kingdom.
- 496. He adopted Christianity.
- 715. The Mahometans invaded France.
- 732. Charles Martel (689-741) defeated them at Tours.
- 768-814. Charlemagne (742-814).
- 800. Charlemagne crowned Emperor of Rome.
- 840. Louis (le Pieux) gave his Empire to his sons, France to Charles (le Chauve) (823-877).
- 841. Destructive civil war; battle of Fontenailles destroyed the strength of the Franks.
- 843. Peace of Verdun.
- 877-879. Louis II (le Bègue) (846-879), son of Charles the Bald.
- 879-882. Louis III (863-882) and Carloman II, sons of Louis the Stammerer.
- 882-884. Carloman II (?-884).
- 884-887. Charles II (le Gros) (839-888), son of Louis (le Germanique). Deposed as king because of his cowardly conduct against the Normans.
- 887-898. Eudes (Hugh), Count of Paris. Shared the throne (893-898) with Charles III.
- 898-922. Charles III (le Simple) (879-922), posthumous son of Louis II.
- 911. Rolf the Norseman became Duke of Normandy and a subject of France.
- 922-923. Robert I (865-923), brother of Eudes. Killed at the battle of Soissons.
- 923-936. Raoul (?-936), Duke of Burgundy.
- 936-954. Louis IV (921-954), son of Charles III. Died in fall off horse.
- 954-986. Lothaire (941-986).
- 986-987. Louis V (967-987). Died as a result of a hunting accident. Last of the Carolingians.

* For much of the material I am indebted to *The Great Events by Famous Historians*.

987. Hugues Capet, Count of Paris, ousted the descendants of Charlemagne and became the founder of the Capetian line of monarchs.
- 987-996. Hugues Capet (?-996).
- 996-1031. Robert II (le Pieux) (970-1031).
- 1031-1060. Henri I (1008-1060).
- 1060-1108. Philippe I (le Bel) (1052-1108). Reigned with his son Louis VI (1098-1108).
1066. William of Normandy conquered England.
1098. The Church Council of Clermont started the Crusades.
- 1108-1137. Louis VI (le Gros) (1081-1137).
1119. Abélard (1079-1142) taught in Paris.
1135. Communes established under Louis VI.
- 1137-1180. Louis VII (le Jeune) (1119-1180). Wedding of Louis to Eleanor of Aquitaine in 1137 united her domaine to France.
- 1180-1223. Philippe II (Philippe Auguste) (1165-1223). Important administrative, judiciary, and financial reforms were realized during his reign.
1204. Philippe Auguste seized the French Provinces of John of England.
1214. Philippe Auguste won the battle of Bouvines by the help of the common people.
- 1208-1229. Crusades against the Albigeois, who were heretics within France.
- 1223-1226. Louis VIII (le Lion) (1187-1226).
- 1226-1270. Louis IX (Saint Louis) (1215-1270).
1242. Louis IX won the battle of Taillebourg from the English.
1249. He led the seventh Crusade, captured Damietta, and was made prisoner.
1270. His death ended the Crusades.
- 1270-1285. Philippe III (le Hardi) (1245-1285).
- 1285-1314. Philippe IV (le Bel) (1268-1314).
1302. Defeat of the French chivalry by the Flemings at Courtrai.
1307. The Pope (Clement V) established his court at Avignon.
- 1314-1316. Louis X (le Hutin) (1289-1316).
1316. Jean I. posthumous son of Louis X, lived only a few days.
- 1316-1322. Philippe V (le Long) (1294-1322), brother of Louis X.
- 1322-1328. Charles IV (le Bel) (1294-1328), brother of Louis X, last of the direct Capetians.
- 1328-1350. Philippe VI (le Hardi) (1293-1350), nephew of Philippe IV, son of Charles de Valois. First of the Valois.
1337. Beginning of the Hundred Years' War with England.
1346. The defeat of Crécy.
1348. The Black Death.
- 1350-1364. Jean II (le Bon) (1319-1364).
1356. Jean made prisoner at Poitiers.
1358. Revolt of the Parisians under Marcel; uprising of the "Jacquerie," or common peasants.
1360. Peace of Bretigny gave half of France to the English.
- 1364-1380. Charles V (le Sage) (1337-1380).
1366. Du Guesclin got the Free Companies under control and defeated English armies.
- 1380-1422. Charles VI (le Bien-Aimé) (1368-1422).
1415. Henry V of England renewed the war; battle of Agincourt; civil strife of the Orleanists and Bergundians.
1420. Henry of England in Paris; declared heir to the French throne.
- 1422-1461. Charles VII (le Victorieux) (1403-1461).
1422. Henry of England died; the followers of Charles VII continued the struggle in the south.
1429. Orléans rescued by Joan of Arc; Charles crowned at Reims.
1431. Execution of Joan.
1435. Bergundy returned to the French alliance.
1436. De Richemont drove the English from Normandy.

- 1461-1483. Louis XI (le Cruel) (1423-1483).
1477. Louis XI seized much of Bergundy on the death of Charles the Bold.
1483-1498. Charles VIII (l'Affable) (1470-1498). Died of accident at Amboise.
1491. Brittany joined to France by marriage of Charles VIII to Anne de Bretagne.
1494. Charles VIII began the Italian wars.
1498-1515. Louis XII (le Père du Peuple) (1462-1515), son of Charles d'Orléans, great grandson of Charles V. Had his marriage to Jeanne, daughter of Louis XI, annulled, and married Anne de Bretagne, widow of Charles VIII. At the death of Anne (three months before his own) he married Mary, sister of Henry VIII of England.
1515-1547. François I (1494-1547), cousin and son-in-law of Louis XII. Rivalry between Francis and Charles V of Spain.
1515. With Bayard, Francis won the battle of Marignano.
1516. Concordat with the Pope, in force until the Revolution.
1525. Francis defeated and captured at Pavia.
1547-1559. Henri II (1519-1559). Married Catherine de Medici. Diane de Potiers. King killed at a joust.
1558. Calais captured from the English.
1559-1560. François II (1544-1560). Married Mary Stuart.
1560-1574. Charles IX (1550-1574), brother of François II.
1560. Rivalry between Guisès and Montmorency. Conspiracy of Amboise; Huguenots try to rescue King from influence of Guisès; thwarted and rigorously punished.
1562. The Massacre of Vassy began the Huguenot wars.
1570. Henry of Navarre became head of the Huguenots.
1572. Massacre of St. Bartholomew, August 23.
1574-1589. Henri III (1551-1589), brother of Charles IX. Stabbed to death.
1585-1589. War of the three Henrys: Henry III, Henry of Navarre, Henry of Guise.
1588. States General at Blois; Henry of Guise and his brother the Cardinal murdered.
1589-1610. Henri IV (1553-1610), son-in-law of Henry II, first of the Bourbons. Divorced Marguerite of Valois, married Marie de Medici. Assassinated.
1590. Henry IV victorious at Ivry; besieged Paris.
1593. Henry IV became Catholic and was universally acknowledged as king.
1598. The Edict of Nantes granted religious toleration.
1610. Assassination of Henry IV.
1610-1643. Louis XIII (le Juste) (1601-1643), son of Henry IV and Marie de Medici.
1610-1617. Regency of the Queen-Mother, Marie de Medici. Influence of Concini and wife.
1624. Richelieu (1585-1642) became prime-minister.
1628. Richelieu broke the Huguenot power by capturing La Rochelle.
1631-1648. Participation of France in Thirty Years' War, against Spain and Austria.
1641. Conspiracy of Cinq-Mars against Richelieu.
1642. Death of Richelieu; ministry of Mazarin.
1643-1715. Louis XIV (le Grand) (1638-1715), son of Louis XIII and Anne of Austria.
1643. The Spaniards crushed by Condé at Rocroi.
1648. The Peace of Westphalia left France the foremost state of Europe.
1648-1653. The Fronde; last attempt at armed resistance to monarchy.
1661. Death of Mazarin; Louis XIV assumed all power.
1667. Louis seized Flanders from Spain.
1672. Louis attacked Holland; victories of Condé and Turenne; Du Quesne made France supreme in the Mediterranean.
1681. Louis seized Strasburg.
1685. Louis revoked the Edict of Nantes, and drove the Protestants out of France.
1688-1697. European War against France, victories of Marshal Luxembourg and Admiral Tourville.
1700. Philip of France (grandson of Louis) offered the Spanish crown.

- 1701-1713. War of the Spanish Succession; the French defeated by Marlborough and Eugene.
1715-1774. Louis XV (le Bien-Aimé) (1710-1774), great-grandson of Louis XIV.
1715-1723. The regency. Philip of Orleans, regent. General tone of immorality. Louis XIV's policies abandoned. Religious toleration.
1716-1720. The "Mississippi Bubble" crushed French commercial prosperity.
1748-1764. Rule of Madame de Pompadour.
1754. Beginning of the war with England in America.
1757. The French defeated by the Prussians at Rossbach.
1763. Peace of Paris surrendered Canada and India to England.
1768. Corsica joined to France.
1774-1793. Louis XVI (1754-1793), grandson of Louis XV. Married Marie-Antoinette of Austria.
1776. Prime-minister Turgot attempted financial reforms and was dismissed.
1778-1783. France aided America in her war of Independence.
1789. Financial difficulties caused a meeting of the "States-General"; the Third Estate led by Mirabeau constituted itself a "National Assembly"; people stormed Bastille.
1790. The Assembly made France a Constitutional Monarchy.
1791. Death of Mirabeau; flight of the King and his arrest at Vincennes.
1792. Louis XVI and his family imprisoned; "aristocrats" executed; Prussians defeated at Valmy; France declared a Republic; Austrians defeated at Jemmapes.
1793. Execution of Louis XVI; war with England and Holland; civil war in La Vendée; the Girondists arrested as traitors; the "Reign of Terror"; revolt of southern France; Toulon surrendered to the English; Lyons recaptured and punished; execution of the Queen, of the Girondists, etc., Toulon recaptured by Bonaparte.
1793. Louis XVII (1785-1795). Did he die in prison as Convention declared? He never reigned.
1794. Execution of Robespierre ended the "Terror."
1795. Pichegru conquered Holland; Prussia and Spain sued for peace; the last uprising of the Parisian mob crushed by General Bonaparte; Directoire (1795-1799).
1796. Bonaparte's campaign in Italy; battles of Lodi and Arcole. Bonaparte marries Josephine de Beauharnais.
1797. Hoche defeated the Germans and Austrians; Bonaparte completed the conquest of Italy, invaded Austria, and compelled her to accept the treaty of Campo Formio.
1798. Bonaparte's expedition to Egypt; battle of the Pyramids; battle of the Nile.
1799. He returned to France, and made himself First Consul; November 9 (18 Brumaire).
1800. He crossed the Alps and crushed the Austrians in Italy by the battle of Marengo; Moreau defeated them at Hohenlinden.
1804. Napoleon (1769-1821) crowned Emperor of the French; Civil Code.
1805. He overwhelmed the Austrians at Ulm; defeated them and the Russians at Austerlitz; captured Vienna.
1806. He established the "Confederation of the Rhine" in Germany; crushed the Prussians at Jena.
1807. He defeated the Russians at Friedland; made peace with the Czar; forbade commerce with England.
1809. The Austrians revolted against him and were defeated.
1810. Marriage of Napoleon to Maria Louisa.
1812. The Russian war resulted in the destruction of the French Army.
1813. Revolt of the Prussians, battle of Leipzig.
1814. The allies entered France; captured Paris; Napoleon exiled to Elba. First Restoration: Louis XVIII placed on the throne.
1814-1824. Louis XVIII (1755-1824), brother of Louis XVI.
1815. Napoleon returned; the Hundred Days (March 20-June 22); Waterloo; Napoleon exiled to St. Helena. Second Restoration.
1816. The revenge of the returned aristocracy, the "White Terror."

1821. Death of Napoleon.
1824-1830. Charles X (1757-1836), brother of Louis XVI and Louis XVIII.
1827-1830. War with Algiers.
1830. The "Revolution of July" forced Charles X to flee; a Constitutional Monarchy formed under Louis Philippe.
1830-1848. Louis-Philippe (1773-1850), cousin of Charles X, direct descendent, through his father, of Monsieur, brother of Louis XIV.
1848. The "Revolution of February;" Louis Philippe abdicated and a Republic (Second) was declared; Louis Napoleon elected President.
1848-1870. Louis Napoleon (1808-1873), nephew of Napoleon I.
1849. A French army suppressed the Republic at Rome.
1851. Louis Napoleon elected President for ten years by universal suffrage.
1852. President Napoleon elected Emperor as Napoleon III.
1854-1856. The Crimean War against Russia; victory at Sebastopol.
1859. Napoleon fought Austria to free Italy; he won the battles of Magenta and Solferino.
1860. Savoy and Nice added to France; Napoleon III at height of power, "Arbiter of Europe."
1869. Opening of the Suez Canal, built by De Lesseps.
1870. War declared against Prussia; defeat of MacMahon at Worth; of Bazaine at Gravelotte; surrender of Napoleon III at Sedan; Third Republic declared; Paris besieged.
1871. Paris capitulated; Thiers arranged the peace terms; an Assembly elected to confirm the peace; Thiers made President; the Communists seized Paris and partly destroyed it.
1871-1873. Louis Adolphe Thiers (1797-1877), first President of the Third Republic.
1873. Thiers declared for a permanent Republic and was voted out of office, Marshal MacMahon becoming President; the last of the German indemnity paid and the German troops left France.
1873-1879. Marshal Patrice M. MacMahon (1808-1893).
1879-1887. Paul J. Grévy (1807-1891). Resigned.
1887-1894. M. Sadi Carnot (1837-1894). Assassinated.
1889. Much discontent and Boulangist excitement; quelled by the exile of General Boulanger.
1894-1895. Jean P. P. Casimir-Périer (1847-1907). Resigned.
1894-1896. Madagascar subjugated.
1895-1899. François Félix Faure (1841-1899).
1896. Beginning of the Dreyfus agitation.
1898. France, by treaty with England, assumes sovereignty over most of northwestern Africa.
1899-1906. Emile Loubet (1841-1931).
1900. Great international exposition at Paris.
1902. The "radical" government under M. Combes began closing the Catholic schools.
1905. Separation of Church and State.
1906. Dreyfus finally rehabilitated.
1906-1913. Armand Fallières (1841-1931).
1910. Severe floods deluge Paris and the whole Seine valley and cause great loss and suffering.
1911. A French protectorate established over Morocco after a quarrel with Germany.
1913-1920. Raymond Poincaré (1860-1934).
1914-1918. The World War.
1919. Treaty of Versailles.
1920. Paul Deschanel (1856-1922). Resigned.
1920-1924. Alexandre Millerand (1859-). Resigned.
1924-1931. Gaston Doumergue (1863-1937).
1931-1932. Paul Doumer (1857-1932). Assassinated.
1932- . Albert Lebrun (1871-).

Social Functionalism in the Secondary School Curriculum and its Implications for the Modern Foreign Languages

M. H. WILLING

University of Wisconsin, Madison

(Author's summary.—Social usefulness, now first among the demands in American secondary education, means for the curriculum close correspondence with social actualities, broad coverage of the areas of social life, and positive contribution to social reform. Modern foreign languages must meet this demand convincingly if their status in the curriculum is to be maintained or improved.)

IT is quite possible, however, and intellectually very desirable to group or classify the changes taking place in the secondary school curriculum under a limited number of heads. These heads may then be referred to as major or general curriculum trends. Trends thus inductively derived hold great interest for all of us who as teachers or supervisors feel responsibility for the revision or creation of courses. We recognize that a trend, even a major trend, is not a mandate; but still one has to have his wits about him if he decides not to conform. On the whole a major curriculum trend in our schools is not something to be taken lightly by any of us.

In any list of major trends in the secondary school curriculum that is at present likely to be drawn up there is sure to be represented some one or more phases of socialization. Schools, of course, do not persist and flourish unless their curriculums have social purpose and value. And that statement would seem to have special pertinence in the case of public schools. The social functionalism of a school differs, however, with the times, the disposition and interests of the supporting society, the level of the school itself, and I don't know how many other factors. It is necessary to check rather closely at any moment to obtain a reliable notion of the way things are going with respect to the social service of the school. The questions I face in the present paper are two: (1) How is the American high school at present interpreting its social obligations in terms of curriculum? (2) What are the implications of its present brand or brands of social functionalism for the modern foreign languages?

The present trend toward social functionalism in the secondary curriculum is marked by its explicitness. In part, this explicitness is a natural reaction against the excessive indirection and vagueness of the formal discipline of the nineteenth century. It was then claimed that the Latin-and-mathematics dominated curriculum was social in that it cultivated powers of the mind adequate for all social exigencies. This line of argument, as you are well aware, is no longer fashionable. Again, explicitness of social

use is being stressed because it is demanded by the children of the less privileged orders who in our generation have wandered into or been pushed into the high school in such overwhelming numbers. It may be remarked, parenthetically, that the less privileged orders have always found it hard to believe that indirectness is better than directness in the pursuit of their ends. Pragmatic philosophers like John Dewey also share this difficulty.

Explicit social functionalism received immense support twenty years ago from the Commission on the Reorganization of Secondary Education in its famous pronouncement, "The Cardinal Principles of Education." The Commission said: "In order to determine the main objectives that should guide education in a democracy, it is necessary to analyze the activities of the individual." In other words, to know what to teach you must know what men do. Since that day there has been a vigorous movement going on in both elementary and secondary schools to cut out the deadwood from the curriculum and to put livewood in its place. Deadwood has been identified as curriculum content not clearly or positively called for by the uses of ordinary life. Livewood has been identified as content corresponding with the actual behavior of the average man in his daily life. Quantities of formal grammar, rhetoric, literary criticism, classical culture, mathematical gymnastics, political and military history, scientists' science, and even shop and sewing room handwork have been relegated to the educational attic as deadwood. Quantities of functional English, practical mathematics, current events, applied science, community affairs, and practical arts have been brought in as livewood. The word has got around that subjects or parts of subjects that do not appear directly in what the common garden variety of American is pleased to call life are no longer wanted in the curriculum. Positive usefulness, the more immediate the better, is now the saving grace of curriculum offerings.

This pressure for socially explicit application of what is taught has raised hard questions as to the scope and organization of the curriculum. When one comes to consider the various activities of life for which specific training might be advisable, he discovers that the traditional subjects do not begin to cover everything or even to correspond with the major divisions or categories of social life. There is in reality a new kind of curricular comprehensiveness demanded by this new conception. It is not only that the explicit use values of English, algebra, history, or science shall be given prominence, but also that the full inventory of everyday activities shall find facsimiles in the school curriculum. The criterion of curriculum completeness has shifted from academic encyclopedism to social inclusiveness. The round of life needs is succeeding the round of the studies as the standard of curricular integrity. One evidence of this is the anxiety of subject specialists lest we overlook the intrinsic use values of their respective subjects with reference to any and all areas of living. Even the sponsors of Latin insist that their subject bears directly on citizenship, vocation,

character, homemaking, and the beauty of holiness. Printed or mimeographed courses of study in every high-school field start out with solemn assurances that the contents will bring out the vote, stabilize the currency, moralize the movies, increase wages, enrich the blood and drive cockroaches from the kitchen. Certainly when we begin teaching in the school all the activities of life outside the school, the old subjects have to gird their loins to carry the load. And besides that, when citizenship, homemaking, vocation, health, character, and recreation all must be minutely provided for, there isn't much time left for the Punic Wars, the ablative absolute, cube root, Comus, the amoeba, and the weak or even the strong verbs. In fact the traditional coherences and orientations of subjects are being rudely shattered in the high school. There is in some quarters grave question even as to whether the old subject divisions and fields should be recognized any longer at all. Perhaps they should be replaced by a nice little assortment of social categories or areas of living, all co-ordinated by the magic of pupil guidance.

Now what does all this mean for the teaching of German, French, Spanish, and the other foreign languages in the secondary school?

The Modern Foreign Language Study has taken much of this situation into account in its formulation of primary objectives and in its recommendations concerning content and method. The interpretations and inductions of that report are surprisingly realistic I think. They deserve to be pondered deeply by all who are in any way interested in the foreign languages as curricular matter for our secondary schools. There is recognition in that report that the conditions of American life do not call for acquaintance with a foreign language by most people. Very few Americans have occasion to speak, write, read, or understand any language but English in adult life. We appear to carry on, however lamely, without much French or German or other foreign language. If the current demand for a socially functional secondary curriculum meant nothing but education for current and common activities, foreign languages would scarcely qualify as being socially functional.

I would be reluctant, however, if I were a teacher of a foreign language and literature, to give up entirely this extremely powerful justification for the inclusion of content within the curriculum. I should seek to make the most of whatever positive and intrinsic social use values there might be in my subject. I would make much, of course, of the fact that some people in the United States do need to know foreign languages, and that it isn't possible to tell in advance just who these will be. I would not make this a reason for urging everyone, or nearly everyone to study my subject, but I would not be backward about advertising such practical utilities as I had to offer. And again, I would make much of such direct contributions to English as my foreign language might afford. Proof of just how much this may amount to in the case of any language is not very substantial as yet,

but it is enough to go on. I certainly would not complain if my beginning pupils revealed complete ignorance of English grammar, since this fact would clearly point to one more way in which my services might appear to be socially as well as intellectually useful. Nobody questions today the importance or social validity of English, and nobody is likely to question the value of anything that promotes its more effective use.

In the long run, however, specific social functionalism of the sort I have been discussing is not likely to guarantee the foreign languages any very important rôle in the secondary curriculum. If that were all we meant by the social orientation of the curriculum today, and social orientation were to continue to be the supreme criterion of the curriculum, then foreign language teaching would definitely be on the way out. But explicitness of social application is not all we do mean by social functionalism today. The school is being exhorted at least not only to fit children more specifically for social living, but also to make social life itself more specifically fit for living. The social meliorists, the social problem solvers, the social reformers, the social idealists are in our scholastic midst. They say that the school must correct social abuses. It must take note of social ills and shortages. It must bolster up tottering and senile institutions or it must create new institutions. It must teach democracy. It must usher in the new era of social planning. It must make civilization win in the race with destruction. It must cultivate social intelligence. The sociological exhorters shout and even the secondary school gets wind of what they are saying and begins cautiously to sniff the rarefied atmosphere of utopianism. Apparently the school is no longer to live for itself and its more intimate friends; it is to live for the world at large and its multitudinous friends. It is preparing to teach character, citizenship, co-operativeness, the critical appraisal of institutions, social service, and the advantages of eliminating the profit motive. It doesn't know exactly whether it can get away with much of this or how it is to make the attempt. But the notion of a pedagogically renovated society, once it gets into the mind, is hard to suppress.

Perhaps the most conspicuous concrete effect of this mood upon the secondary curriculum is the expansion of the social studies in the program. These studies have in our day risen from fifth to second place in importance as measured by pupil enrolments. They bid fair to supplant English in first place before long; if not by actual seizure then by peaceful penetration or incorporation. I understand that already the nightmare of teachers of the other subjects is to dream that their courses have been fused with or been integrated into a core of social science. The truth is that the dream is a good deal of a reality in some secondary schools.

The argument seems to be about as follows: The chief objective of public education is the cultivation of intelligent citizenship. This is obviously a function of the social studies and they are consequently to be most emphasized. It follows also that all other subjects in so far as they still

retain place in the curriculum should be tied in wherever possible with the central social science strand. It is not clear to everyone how the study of history, civics, economics, and sociology, whether in separate courses or in various stages of fusion will produce the builders of a new social order, but the idea itself is enjoying a great vogue among secondary school leaders in this country. Curriculum content advocated for the improvement of our present somewhat depreciated society is pretty sure of respectful consideration. Whatever promises to create, without a fight, forward-looking, socially intelligent citizens needs little else to justify its inclusion in the curriculum. In the state from which I come the legislature even has begun setting up new curriculum units to speed the cause of social reform. Wisconsin law now requires the teaching of conservation and co-operatives in both elementary and secondary schools.

There is developing rapidly in our day a conception of the school as an agency of desirable social change. Minority pressure groups have long operated under such a point of view, but it is only gradually that society in general has come to see the possibilities in it. I suppose the use being made of schools in the foreign dictatorial states to initiate quickly and firmly their new social programs has been affecting our own thought a good deal. Of course as a people we have no plan or program of social remodeling that compares in definiteness with those of foreign authoritative national societies; but we do seem to be growing nationally convinced that the present is not the best of all possible worlds, and attention is turning more and more to the schools as instruments for helping us out of our troubles. Curriculum developments reflect this in the widespread introduction of social problems courses, in the greatly increased time given to modern history and contemporary events, and in the persistent pushing forward of controversial issues.

Our educational philosophers and analysts were never before so busy trying to formulate for us the basic principles of democracy. One gets the impression from the platform utterances of prominent educators today that we must speedily start indoctrinating youngsters with democracy in this country as the teachers in Italy are indoctrinating youngsters with fascism. Logically, of course, it is impossible to indoctrinate with democracy; practically, I think we are trying to do it and may be expected to try even harder.

Where in all this hubbub concerning citizenship, social betterment, the initiation of a new social order, and the more effective teaching of democracy do the modern foreign languages figure? Have they real contributions to make to an education oriented in this way, or must they remain merely decorative fringes on the curriculum to be toyed with by queer pupils who want to become queerer?

My first answer would be that foreign language instruction as still typically organized in our high schools and as limited generally to a two-

year range will not markedly affect the future of American society. I doubt whether under these conditions it will alleviate the depression, promote a better understanding between labor and capital, or advance the day of socialized medicine. I doubt even that pupils will come out of their experience with French, or German, or other foreign grammar, composition, reading, and speech any better democrats than when they entered. I just cannot see the teaching of a foreign language under present auspices as a factor in social meliorism or democratization in this country. In so far, then, as social functionalism at present means those things, it will not receive much support from the usual foreign language program in the high school.

On the other hand, is it necessary that the foreign languages be offered as they now usually are offered in the high school? Even assuming that all the decidedly sane recommendations of the Modern Foreign Language Study could be put into effect, would that be the most that could conceivably be done to make these subjects explicitly useful and socially reformatory? I confess I do not know, but I see promise in a certain suggestion that has been broached variously and even tried out somewhat. The gist of this suggestion is the reversal of emphasis between the broadly cultural and the narrowly linguistic aspects of the foreign language courses. Instead of maintaining that it should be the aim of a two-year course in French, for example, to develop a reading knowledge of the language together with incidental command of French geography, politics, and manners—thus really turning away four-fifths of the high-school pupils—why might it not be agreed that the aim of high-school French should be a broad, serviceable knowledge of French life, culture and outlook, with incidental acquisitions of the language—and thus validly include four-fifths of the high-school pupils? I think respectable arguments could be advanced for such a course. Its social functionalism could be pleaded both as to explicit usefulness and social improvement. Its content could easily provide those invaluable contrasts and distinctions which do so much to define the significance of one's own society. Its contribution to the justly approved cause of internationalism might be very readily shown. It would permit as much connection with English as the present courses. It would be recognized as positively supporting the aims of the social sciences and would share the prestige of those puissant subjects. It could very well be taught so as to impress high-school boys and girls with the meaning and value of democracy in a degree not to be achieved in any of their other courses. Finally, while pupils in such courses would not acquire the specific language skills that foreign language students now acquire, they would probably be led by this experience more often than is now the case into further language courses of the regular sort.

What should be the proper content of such socially functional language courses at the high-school level I am not competent to say. I find myself attracted, however, by an outline prepared last year by Dr. C. M. Purin,

Director of the University of Wisconsin Extension Division at Milwaukee. Some of you may have heard him read it or may have seen it later in published form. Dr. Purin would call his course "A Two-Year High School Course in Foreign Civilization." It would deal with the physical features of the country specified, the characteristics and racial origins of the people. The high points of political history, and the contributions to the world's civilization and culture. The final semester would focus on the language itself, to which by this time most pupils would be genuinely drawn if the course had been previously well taught.

There are, as I intimated before, a few such courses in operation, though I myself have not read the reports on them. I should imagine that a committee of well-informed teachers of a given language would be able to get a great deal of satisfaction from constructing a course of this kind and then trying it out. They surely would if they were duly convinced of the weight now attached to explicit, comprehensive, melioristic, and democratic social functionalism in our secondary schools. There are other criteria operating, I know, and some of them are favorable to foreign language instruction; but social usefulness in the phases I have presented is by all odds the dominant measure of value now being applied to both old and new curriculum content. It will pay the teachers of modern foreign languages to demonstrate clearly that their subjects can satisfy this check in a substantial and unequivocal manner.

What Foreign Language Study Has Meant to Me

MARY JEAN LINN

Muskingum College, New Concord, Ohio

(Author's summary.—A college senior shows how the modern languages integrate.)

SOME one in attempting to define culture has said, "It is easier to say what it is not, than what it is." I remember when I enrolled as a freshman that I was determined from the beginning to study languages. My reason for wanting to study languages was influenced by the fact that two people whom I admired very much spoke French and German very fluently. My, how I did respect them! In my estimation they were different from other people. They were the very embodiment of culture itself. Since my main purpose in going to college was to acquire a cultural background, I chose to study French and German. I thought of them as skills which I probably would never be able to acquire outside of college.

It is interesting to look back now and ask myself the question, "Am I having richer experiences because I have studied modern language? Just how valuable has foreign language been to me?"

The study of the works of French artists in Art Appreciation meant much more to me because I was studying the native language of the artists, even though it was my very first year to study French.

A course in Music Appreciation seemed much more significant to me because of my meager knowledge of French and German. In preparing a lesson for class, there were always many expressions in German and French which I was able to read, and the other six members of the class could not. It is difficult to describe the little well of happiness that rises in one when such things happen. It is such a very satisfied feeling.

Naturally applied lessons in voice and piano are appreciated much more when one has studied French and German. I always feel sorry for the student who is trying to sing a song in a foreign language which has no meaning to him whatsoever. The beauty of interpretation is entirely lost; in fact it is rather pathetic to be required to listen.

I shall never forget the day in Geology class when the professor wished that he could make an accurate translation of a scientific French article which he was most eager to read.

Last year I thoroughly enjoyed writing a term paper on the life of Louis Pasteur for Biology. The opening paragraph was in French, the language of the country to which Pasteur was always most devoted. There are very few people who are as patriotic as Pasteur was so it seemed to me to be most fitting to begin a term paper about him with the language of his beloved country. Sad to say, the biology professor could not read it.

The foreign language book which I have had most fun reading in college was *Minna von Barnhelm* in which one character was a Frenchman and could not speak a word of German. It was a real pleasure to be able to read both languages in the book.

In Foods class when we were studying pastries, the teacher listed the different types of pastries. One type was French pastry, known as Choux pastry, and in this group was included cream puffs. Then I knew why cream puffs are called choux pastry for cream puffs do look like little "cabbages." One day in class I was given the opportunity to make French brioche, a type of sweet bread which the French eat with their tea, coffee, and hot chocolate.

The first sentence that I read in the textbook for School Hygiene this fall stated that in 1865 Victor Hugo instituted school lunches on the island of Guernsey while he was an exile there. Victor Hugo seemed like an old friend to me because I had read his *Notre Dame de Paris* and *Les Misérables* in French. In the very next paragraph the fact was mentioned that one of the first laws created for the protection of children was the Loi Roussel, enacted in France in 1874 and sponsored by the untiring efforts of Théophile Roussel. It was said that there were no orphans in France as long as Père Roussel lived.

In Children's Literature, our first assignment was to read the origin of the Mother Goose rhymes and Folk Tales. The name Mother Goose originated in France and the first folk tales that were ever published were in the French language. The students majoring in the elementary education department could not read the titles in French concerning the origin. It seems a shame that the study of language is not included in their curriculum. From what I can gather in most education courses, they begin with the development in France and Germany of the particular phase which they are studying.

I was amused at a remark which Helga (our German exchange student) made one Sunday. One of the girls who had graduated this last year and is teaching came back to spend the week end. Helga seemed quite surprised to learn that the girl was teaching when she had graduated from college just this past year. She explained that in Germany they must always go on to the university and study before they can teach. No wonder they can speak so many languages. But that fact does not excuse us. Many people in our country have a doctor's degree and yet they have crammed a little bit of language study in six weeks, just enough to get by.

Much is said and written now on the joy and satisfaction of having a worth-while avocation or hobby. I can think of no more worth-while hobby than that of corresponding with people in other countries. One of the most satisfying experiences which I have had from studying languages has been my correspondence with a German girl. The German language seemed to

take on a new meaning when I could use it in a very tangible way, such as being able to correspond with a real live person.

I could continue to name many experiences which I have had which were enriched because of my contact with a foreign language. It is worth noting I believe that these experiences do not only come when one is studying a foreign language; sometimes an experience which one has had so long ago that it is now a memory is enriched by having studied a foreign language. The memory of a trip which I took to New Orleans to see the Mardi Gras means more now because I have studied French.

Perhaps I have made this paper too personal but I thought that it would be worth while to make an evaluation of what significance the study of foreign language has been to me.

Textbooks and the Living Language¹

GUY R. VOWLES

Davidson College, Davidson, North Carolina

The German Language shows the same freedom in the hands of individuals and is not standardized as is the French, for instance. C. H. Handschin, "The Germans as They Are and Will Be, *Modern Language Journal*, November, 1934, p. 99 ff.

I should like to see others take up the cudgels for clearer, more accurate rules in our beginners' books. After all the recent pother about methods, tests, and statistics, would it not be a welcome relief to turn the spotlight back to some of the fundamental questions in the modern languages we endeavor to teach? John A. Hess, "Rules of Grammar in Beginners' German Books," *Modern Language Journal*, January, 1936, p. 221 ff.

ANYONE who reads at all extensively in modern German cannot but be impressed by the linguistic particularism of many authors, as well as by certain general tendencies which cannot be classed as particularisms. Many of these grammatical phenomena, scarcely touched upon in our beginners' books and annotated texts, are puzzling and disconcerting to such at least of our students as are sufficiently alert to read discriminatingly. It is the purpose of this paper to direct attention to a number of recent studies of certain usages and point out certain other tendencies.

In an unpublished thesis² which has kindly been placed at my disposal the author has made a detailed study of twenty first-year books and five annotated texts, finding that authors and editors cling to antiquated rules and disagree among themselves. Chapter I treats of perhaps the most universal deviation from the orthodox, namely verbal order, as: *Er war glücklich gewesen in seinem Beruf. Sie konnte nichts essen neben ihm. Es gibt nur ein paar Stimmen, die laut waren in dieser Stille. Der Bauer brachte sie hinunter zur Eisenbahn.* Other phases of grammar studied by Mr. Young are the use of *das* instead of *was* as a relative with indefinite antecedent, mood of purpose clauses introduced by *damit* or *dass*, mood with *als ob*: his obvious conclusion is that there is a gap to be bridged between our textbooks and actual usage.

In the article quoted at the head of this paper Professor Hess discusses the inadequacy or antiquity of rules regarding (1) the use of umlaut in the comparative and superlative of monosyllabic German adjectives, (2) use of *sondern*, (3) use of such forms as *an ihnen*, *auf ihr*, referring to things, instead of *daran*, *darauf*, etc. and (4) use of perfect and preterite.

¹ Revision of a paper "How Orthodox Shall Our Textbooks Be?" read at the general session of the South Atlantic Modern Language Association at Winthrop College, Rock Hill, South Carolina, November 26, 1937.

² "Rules in Present Day Grammars," 1933, by Paul G. Young, of Tulane University.

In a recent excellent study³ Werner Neuse discusses a subject almost entirely overlooked in textbooks, *erlebte Rede* (style indirect libre). Another interesting paper⁴ which appeared in the *Modern Language Journal* also bears upon our subject.

A paper published in the *Modern Language Journal* of March, 1935,⁵ classifies approximately a score of deviations of modals and kindred forms from accepted norms, most of which are ignored in our grammars and are passed over lightly even in Curme's monumental *Grammar of the German Language*.

That certain tendencies are not overlooked by the Germans themselves is attested by recent books on style, such as Duden's *Stilwörterbuch*,⁶ *Gutes Deutsch*⁷ and other works on style by Eduard Engel, not to mention that engaging volume, *Sprachdummheiten*, by G. Wustmann.⁸

One convenient handbook in English on the subject in question might be mentioned, not the least interesting feature of which is an excellent bibliography covering over eleven pages.⁹

A puzzling phenomenon is the use of the indicative in contrary-to-fact or "less vivid future" conditions. Many instances of this are doubtless to be classified as *erlebte Rede*. From a recent popular edition of Erich Kästner's *Emil und die Detektive*¹⁰ we may quote a few such conditions, of which there is no explanation in the notes: Wenn der andere während der Abfahrt absprang, war das Geld endgültig weg; Blieb er aber, dann konnte Emil hinter dem Kiosk stehen, bis er einen langen Bart kriegte; Wenn jetzt ein Polizist kam, war's aus. Heinrich Mann is prolific in such constructions, as: Auf dem Spiele stand, gab er es auf, sie zu schonen, nicht weniger als ihr Leben. In a note in his edition¹¹ Professor Porterfield does not explain the indicative *gab*, but translates: At stake now, in case he gave up his attempt to spare their feelings, was nothing less than their very lives. But enough. The writer hopes his readers, if any, have read or will read Professor Neuse's paper.³

³ "The Importance of a Form of Speech for the Interpretation of Modern German Texts," *The German Quarterly*, November, 1934, p. 145 ff.

⁴ G. W. Radimersky, "Modern Trends in the German Language," February, 1938, p. 364 ff.

⁵ G. R. Vowles, "Vagaries of the Modal Auxiliary in German," p. 441 ff.

⁶ *Der Grosse Duden, Stilwörterbuch*, Leipzig: Bibliographisches Institut, 1934.

⁷ *Gutes Deutsch, Ein Führer durch Falsch und Richtig*, Leipzig: Hesse und Becker, 5th ed., apparently not dated, though recent.

⁸ *Sprachdummheiten*, in der zehnten Auflage vollständig erneuert von Werner Schulze, Berlin: Walter de Gruyter und Co., 1935.

⁹ W. Witte, *Modern German Prose Usage*, London: Methuen and Co., 1937, 167 pp. Reviewed by the present writer in *Books Abroad*, Summer, 1938, p. 336.

¹⁰ Edited by Stroebel and Hofrichter and published by Henry Holt and Co., 1934.

¹¹ *Der Sohn*, included in Porterfield's *Modern German Stories*, Boston: D. C. Heath and Co., 1928. Note quoted is on p. 292.

We are led by our grammars to believe that in indirect discourse the present and perfect subjunctives are preferable to the preterit and pluperfect, unless the former forms are like the indicative. In many modern authors, however, the usage seems to be absolutely indiscriminate, except that forms like the indicative tend to be avoided. The following paragraph from a modern novel¹² will illustrate the point better than a long discussion:

"Ich ging mit meiner Mutter an die Bahn. Sie sah sehr blass aus. Unterwegs erzählte sie mir, Kathinka *liege* im Krankenhaus, sie *hätte* die Ruhr. In vielen Familien *wüßte* diese Krankheit; denn aus Hunger *seien* die Menschen über das grüne, halbreife Obst *hergefallen* und *hätten* es roh *verschlungen*. Kein Apfel *könne* ausreifen, über die Landstrassen *zögen* die Kinder und *schlüßen* die grünen Früchte von den Bäumen. Sie *sei* so froh, dass ich hier in dem Seitental *wäre*, wo der Krieg nicht so leicht *hinkomme*; nur an den Abenden *sei* es ihr einsam, sie *hätte* gar keine Lust mehr, in den Dichtern von früher zu lesen. Das *sei* ein Luxus, sie *begriffe* das jetzt ganz genau, nur in der Bibel *fände* sie immer Trost, besonders im Evangelium Johannis. Dort *stehe* der ganze Krieg prophezeit, vielleicht *ginge* die Welt *unter*. Viele Frauen *glaubten* daran, auch die Frau Apotheker J., deren Mann *gefallen sei*."

A form quite widely used, which our grammarians avoid as if it were leprous, is the conditional in the protasis of unreal or less vivid future conditions instead of the orthodox subjunctive. Of fifteen recent beginners' books consulted more or less at random, one states that the conditional mood should not be used in the if-clause, two state that the present conditional may never be used in the if-clause, one is ambiguous and eleven others ignore the usage completely. The *würde*-constructions seems to be much more prevalent in less vivid future protases than in contrary-to-fact protases. Examples: Wenn sie Voss fragen würde (G. Frenssen); Aber es wäre sehr freundlich, wenn Herr Hofrat uns Ihre Bilder bei Gelegenheit mal zeigen würden (T. Mann); wenn die Alte nun auch sterben würde, gab (=gäbe) es immerhin etwas Neues (S. v. Vegesack); wenn ich sie jetzt küssen würde, ich glaube, sie hätte nichts dagegen (M. Hausmann); Ich muss singen, ich ginge zugrunde, wenn ich heute, heute nicht singen würde (R. Hohlbaum); wenn wir ihn einladen würden, uns zu besuchen (H. Herm); und wenn die Verhaftung auch glatt gehen würde (H. Herm)-wenn fremde Menschen, die ein gutes Herz für sie hätten, sich ihrer anneh; men würden (A. Schaeffer); and, bordering on the contrary-to-fact type: würde die Mehrzahl der Menschen diesen Mut und Eigensinn haben, so sähe die Erde anders aus (H. Hesse); "Wenn wir uns lieben würden wie sonst," flüsterte sie, "wir wären verloren" (H. Mann); Würde er es nicht selbst immer wieder betonen, es käme niemand auf den Gedanken, dass . . . (F. C. Weiskopf); Würden Täter und Tatlose sinnlich begreifen, was sie

¹² Ernst Glaeser, *Jahrgang 1902*, Berlin: G. Kiepenheuer Verlag. 1931, p. 302.

tun und was sie unterlassen, der Mensch wäre nicht des Menschen ärgster Feind (E. Toller); Wenn man die Menschen, die man nach dem Gezezt der Rasse hassen will, wenigstens erkennen würde! (H. Mann); and, contrary-to-fact: dass diese Seele, würden ihr die armseligen Muskelbänder in der kranken Kehle gehorchen, schöner . . . singen würde, als alle Sänger der Erde (R. Hohlbaum); und wenn der Alte noch leben würde, würde ich . . . (J. F. Vuilleumier: the character spoken of is dead. Vuilleumier, whose *Sie irren, Herr Staatsanwalt!* won the award of the Swiss Schiller-stiftung, is, as he recently wrote me, ein *Zweisprachiger*, but his use of *würde* could scarcely have been suggested by anything in French). *Würde* in past conditions seems less common: Wenn er um einen Zweig der Mädchen gebettelt haben würde, hätte ich ihn geschlagen (M. Quenel); ja das (= which) er selbst nicht anders geschaffen hätte, würde man es ihm freigestellt haben, sein Schönheitsideal zu formen (W. Mršić); wenn nicht . . . innere Widersprüche sich lähmend auf seine Kraft . . . gelegt haben würden (E. Altherr: Komik und Humor bei F. Hebbel). In a recent number of Books Abroad there is a sentence in an English review by a scholar whose native language is German: If someone else would have written it, . . . one would say . . . I have specimens of the *würde*-construction from ten or eleven other authors, including Alice Berend, M. Dauthendey and H. Federer.

A phenomenon which I have not seen mentioned in any grammar except Curme's¹³ and there without explanation is the occasional use of *wann* instead of *wenn*=when, whenever. Sie war die Seine ganz, er aber gehörte ihr nur, wann er wollte (H. Mann); Kommen Sie, wann Sie wollen, sobald Sie Lust zu einem kleinen Kolloquium haben (T. Mann); dass du gehen kannst, wann du willst (Irene Forbes-Mosse); wann du ihr so weit gebracht haben würdest (A. Lernet-Holenia); Gott erntet, wann er will (L. Schuster) wir besuchen uns, wann wir mögen (F. Huch); und wann immer ich will, wird es mich aufnehmen (Ines Widmann); In wenigen Tagen, wann Hochzeit ist, dürft ihr mich noch glücklicher sehn (V. Meyer-Eckhardt). I have a few others, including one from Goethe. It will be noted that in most if not all the quotations *wenn* might have meant *if*; apparently *wann* is used to avoid ambiguity. Rare indeed is the opposite, *wenn* instead of *wann*; weisst du gar nie, wenn Essenszeit ist? (K. Schönherr).¹⁴

A usage which, from the standpoint of reading for comprehension, is of slight import, but which is nevertheless frequent enough in some writers to merit at least footnote mention in our beginners' books or notes in texts, is the subordination of a second descriptive adjective to a first one, as if the first were a limiting adjective.¹⁵ In *langem bunten Schlafrock* is one of at

¹³ Curme, *A Grammar of the German Language* (1922), §238. 3. B.

¹⁴ See also Curme, *ibid.*, §238. 3. B. b.

¹⁵ *Ibid.*, §111, 4. b.

least four such locutions in a recently published annotated edition of Vesper's *Sam in Schnabelweide*,¹⁶ all without explanatory note. There seems to be no consistency in the usage: it apparently never appears in some authors, and only occasionally in others, and the inclusion or omission of the comma seems to me entirely capricious. The following will illustrate. Without comma:

nach ganz kurzem toten Schlaf; mit langem starren Messer (H. Hesse)
mit wirrem hellblonden Haar; in breitem geschnitzten Rahmen (T. Mann)
mit lang niederhängendem grauen Haar (E. v. Keyserling)
von entsetzlichem teuflischen Hohn (E. T. A. Hoffmann)
aus flachbogigem blauen Eistore (J. Ponten)
mit mächtigem weissen Bart (S. v. Vegesack)
von aufgenötigtem halbgardampfenden Hundefleisch (F. v. Gager)

With comma (less frequent among my collection):

aus trübem, farblosen Grase (E. T. A. Hoffmann)
mit künstlich gelöstem, ambrosischen Haar (G. Hauptmann)
mit weichem, kattunartigen Überzug (T. Mann)
in eigenem, unbekümmerten Rhythmus (I. Forbes-Mosse)
in echtem, warmen Ton (K. Schönherr)
in täglichem, mündlichen und schriftlichen Meinungs-austausch (H. Baumgart)

The following are rather unusual:

in dünnem, feuchtem, schadhaftem weissen Gewand; nach seinem vollen natürlichem Umfang (T. Mann),

and the following, from the jacket of R. Hohlbaum's *Das klingende Gift*, is positively hair-raising:

den Kampf zwischen brutalem, überlauten äusserem Geschehen und zarten, stillem Innenleben.

The prevalence of the usage is indicated by specimens in my collection from eighteen other authors, not quoted above, including A. Berend, Helene Böhlau, R. Herzog, A. Lernet-Holenia, A. Schaeffer and W. Schäfer.

Our grammars would lead us to believe that *spazieren* is never used except with some other verb, such as *gehen* or *fahren*, yet it is frequently used independently, as: Wir spazierten zu dritt (A. Schnitzler); die dort spazierten (W. Schäfer); Der Aufseher am Tor spazierte einige Male an ihm vorbei (A. Döblin); Von hier aus spazierten sie auf einsamen Wegen durch den Wald (E. Kästner); spaziert wieder umher (M. Halbe). Others from whom we might quote are Berend, Eichendorff, Goethe, Hausmann, G. Keller, G. Reuter, Riehl, Sudermann, Toller, Vegesack and Vesper.

Redundant *gehabt* and *gewesen* are usually commented upon in annotated class texts. A few examples will serve to illustrate this bizarre usage:

¹⁶ Edited by Jane F. Goodloe, New York: F. S. Crofts and Co., 1936.

er hätte sie heute vielleicht schon vergessen gehabt (A. Schnitzler); hat den Kopf verloren gehabt (J. Wassermann); die ich jahrelang durchaus vergessen gehabt hatte (H. Hesse); Jahrelang hab' ich für den Eduard auch gesorgt gehabt (F. v. Ostini); Ich habe geschrieben gehabt an die Oberin in Breslau (M. Halbe); Morgen wären sie vielleicht schon ausgeflogen gewesen (H. Fallada); und in wenigen Augenblicken wäre es um das Leben des wackeren Mannes . . . geschehen gewesen (F. Beyerlein). I have other examples from A. Berend, H. Broch, H. Benrath, P. Ernst, H. v. Grimmelshausen, R. Herzog, H. Johst, K. Immermann, A. Lernet-Holenia, O. Ludwig, F. Müller-Partenkirchen, T. Mann, A. Schaeffer, Emil Strauss and H. Sudermann.

There are three occasional irregularities involving *ob*; A. Omission of *ob* (= whether), B. Use of the indicative with *als ob* and kindred locutions, and C. Omission of *als ob*.

A. Niemand wusste, waren es Stunden, waren es Tage (H. Böhlau); Man sah nicht, sprach sie Ironie oder Überzeugung (H. Johst); nicht wissend, verberge sich Lächeln oder Weinen darin (R. Schaumann); Wir wissen nicht, dringt er aus der Kehle eines Deutschen oder eines Franzosen (E. Toller).

B. Es war, als wenn . . . die . . . Geister . . . mit einem Male verschwunden waren (G. Frenssen); Es war, als zog ihn jemand am Rockzipfel (A. Berend); als hat sie Lust zu lachen (M. Dauthendey); als ob die still ist (H. Mann); und tut auch, als ob sie schläft (F. Griesse); Da standen wir im hellen Licht und es war, wie wenn Musik uns unerwartet trifft, uns den Atem nimmt und Tränen in die Augen presst (K. B. v. Mechow).¹⁷

C. Cases which seem to indicate omission of *als ob* may be ambiguous and merge into other constructions: Ihr war, sie stünde auf der Veranda (H. Johst); nun war es, sie trüge eine Amsel in der Brust (H. Watzlik); Es müsste ihn freuen, ist mir (J. Wenter); Mir ist, es habe am Haus geklopft (H. Federer); Mir war dann, eine goldgelbe Sonne falle (H. Federer); und sagte vorerst, mir sei, ich habe (mood?) ihn schon früher einmal gesehen (H. Hesse).

In conclusion we might call attention to three phenomena perhaps not sufficiently prevalent to merit inclusion in elementary books, but nevertheless of considerable interest.

One of these is the failure to eliminate one of three identical consonants in compound words. In a recent school text¹⁸ *Stallaterne* and *Stalllaterne* are used two pages apart without explanation. Other specimens: du Allliebender (Goethe); Krummmesser (E. T. A. Hoffmann); Stilleben (T. Storm); griffeste and Irreden (T. Mann); Ballokal (G. Reuter); Massstab

¹⁷ See also Curme: *Grammar of the German Language*, §§169. 2. B. b. and G. b.

¹⁸ E. Ernst, *Das Spukhaus in Litauen*, ed. F. Betz, New York: American Book Company, 1937.

(sic, E. Altherr); programmässig and programmässig (T. Plivier).

Again, an occasional rare umlaut in the preterite subjunctive of *brauchen* (bräuchte, bräuchten, perhaps from dialect) may be mentioned. I have found it in the writings of L. Feuchtwanger, W. Langewiesche, A. Weiss-Rüthel (three times) and I. Widmann.

Unusual again is the use of the preterit indicative instead of a pluperfect subjunctive: *Wie, wenn Ihr sprach*¹⁹ and: *welches mich . . . hätte toll machen können, vertrieb nicht dein schöner Gesang die bösen Geister* (both E. T. A. Hoffmann); *Gewiss, ich brachte einen verdriesslichen Abend hin, wenn nicht eine unerwartete Erscheinung mich wieder belebt hätte* (Goethe); *und sie gab sich so gern* (G. Reuter: the context shows that this means: *und sie hätte sich so gern gegeben*, or possibly: *sie gäbe sich*); *Na Graff, wenn du vorhin einen Revolver hattest,—hättest du mich übern Haufen geknallt?* (E. Kästner); *die hätten ihn, sprach er ein Wort, vielleicht getötet* (V. Meyer-Eckhardt); *O fiel ich doch im Kugelgezisch* (line of verse by Moritz Graf v. Strachwitz, spoken by an admiral who has been a prisoner thirty-three years).

¹⁹ For *gesprochen hättet*. In *Meister Martin der Kufner*, ed. by R. H. Fife, New York; H. Holt and Company. In his note on *wenn Ihr sprach*, p. 20, 2, the editor quotes lines 2060-61 of *Wilhelm Tell*:

"Mit diesem zweiten Pfeil durchschoss ich—Euch,
wenn ich mein liebes Kind getroffen hätte—"

• Correspondence •

To the Editor of the *Modern Language Journal*:

The article in the *Journal* for May, entitled "Canadian French," which has only recently come to my attention, dealt with a subject of great interest to me, and I feel prompted to make one or two comments on the subject.

Mr. Charland's provocation is certainly very real. But I felt that his answer was marred to some extent by the very same fallacy as is the attitude which he is criticizing. Those who speak disparagingly of "Canadian French" show an ignorance of the principle characteristic of language: that of *change and consequent differentiation*. As linguists it is our task to study languages and dialects, not to pass qualitative judgments upon them. The French spoken by the people of Canada has been too long neglected, misled as we all tend to be by the snobbish and utterly false view that there is something inherently "better" about language spoken in Paris, Tours, or wherever our favorite native grammarians have been able to attract our loyalty in their nationalistic and regionalistic bias. The French of French Canadians is both a dignified language of the cultured people and a group of more or less differentiated sub-dialects spoken by the rustics—a fit study for any linguist, and a fit medium for literature.

But just as disparagement is futile, should we not likewise avoid answering it by praise, which after all rests upon the identical error? Why should not Mr. Charland's answer have been: "I speak Canadian French *of course*, being in Canada." His English-Canadian friend was guilty of sheer snobishness in not answering similarly that he spoke Canadian English in distinction to London English—or else he just did not know what London English sounds like. It would be impossible for Canadian English to be just like London English, and it would be ridiculous to force oneself to speak the one while in the territory of the other. Mr. Charland points out admirably how great is the dialect divergence between different parts of the English-speaking world, and also between parts of France itself. Is there, then, some opprobrium to be attached to speaking the language of one's own region and admitting it? And on the other hand, is there any reason for supposing that that dialect is any better or any worse than some other? Should we not realize as students of language that time spent arguing as to whether one dialect is "better" or "purer" than another is wasted? They differ, and that should be an end of the matter.

Personally, I should be very much upset if anyone were to accuse me of speaking the English of London—unless it were as a new, acquired, foreign language. Nor should I expect people in London to wish to speak as we do in the United States. I am not an Englishman, Englishmen are not Americans; nor are Canadians Frenchmen. If their language differs to some extent from Parisian, where is there any fault? Mr. Charland says: "If we French Canadians did not speak the same pure language as they do in France do you think the Sorbonne would spend several thousand dollars a year to have French-Canadian professors give lectures there?" Delete the word "pure" and I ask in reply: "Why in the world not?" Retain it, and I wonder what it can mean—except to stand as an indication that a great many people who have a great affection for their language—

a personal matter—mistake that feeling for an objective quality in the language, which so far has been claimed for probably almost every language and dialect, and has been defined or demonstrated scientifically not once.

If the educated people of French Canada wish to acquire the speech of some part of France, that, of course, is their privilege, but it is difficult to believe that any considerable number of them do so to the extent that they cannot be linguistically distinguished from natives of that part of France. If they do, they have accomplished a feat so difficult that one must salute them as linguistic geniuses. It still is difficult to understand why they should want to undertake it, however.

My own knowledge of Canadian French, I freely admit, is very limited. But I can say that that Canadian French which I have heard, while I claim for it all the "purity"—whatever that may mean—of the French of France which I have heard, still can be easily distinguished from the latter.

J. RICHARD REID

Syracuse, New York

• Meetings of Associations •

ASSOCIATION OF THE MODERN LANGUAGE TEACHERS OF THE CENTRAL WEST AND SOUTH

THE annual meeting will be held at the Drake Hotel, Chicago, April 21 and 22, 1939. The program follows.

Meeting of the Executive Council. There will be a Meeting of the Executive Council Friday afternoon, April 21, at 2:30, in Parlor B, Mezzanine Floor.

Annual Business Meeting, Friday, April 21, 4:00 p.m., Parlor C, Mezzanine Floor. All members of the Association are invited to attend this meeting.

Annual Dinner, Friday, April 21, 7:00 p.m., Ballroom, Lobby Floor, Dinner \$2.00. Presiding: Ruth R. Maxwell, Oak Park and River Forest Township High School, Oak Park, Illinois; Music: Misses Freda Trepel and Ruth Trump, Chicago Musical College; Greetings: Mrs. William S. Hefferan, Board of Education, Chicago Public Schools; Address: "An Ancient Language Speaks to the Modern Ones," George Bobrinskoy, University of Chicago; Presentation of the foreign movie: *Les Perles de la Couronne*, by the International Film Bureau of Chicago.

General Session, Saturday, April 22, 9:00 a.m., Ballroom, Lobby Floor. Presiding: Stephen L. Pitcher, Public Schools, St. Louis, Missouri. 1. Reports of Committees; 2. "A Regional Examination of the Foreign Language Situation from the University Viewpoint," Newton S. Bement, University of Michigan, Ann Arbor; 3. "The Role of Radio in Modern Foreign Language Teaching," W. S. Hendrix, Ohio State University, Columbus; 4. "Participation by the National Federation of Modern Language Teachers on the National Commission of Cooperative Curriculum Planning," R. P. Jameson, Oberlin College, Oberlin, Ohio; Lilly Lindquist, Public Schools, Detroit, Michigan; C. M. Purin, University Extension Division, University of Wisconsin, Milwaukee, Wisconsin; 5. "Language versus Intelligence," R. D. Jameson, Consultant, Comparative Literature, Library of Congress, Washington, D.C. Discussion.

Luncheon Meeting, Saturday, April 22, 12:15 p.m., Tower Room, Lobby Floor, Luncheon \$1.25. Presiding: Stephen L. Pitcher, Public Schools, St. Louis, Missouri. Address: Franklyn B. Snyder, Vice President and Dean, Northwestern University, Evanston, Illinois.

Section Meeting, French, Saturday, April 22, 2:15 p.m., Ballroom, Lobby Floor. Harry V. Wann, Indiana State Teachers College, Terre Haute, Chairman; Madge Alice Ward, Oak

Park and River Forest Township High School, Oak Park, Illinois, Secretary. 1. "Baudelaire's Vocabulary," W. T. Bandy, University of Wisconsin, Madison; 2. "The Place of Foreign Language Study in a Unified Liberal Arts Program," Clide Aldrich, Butler University, Indianapolis; 3. "A Rhythmic Presentation of French Grammar," A. G. Bovée, University of Chicago; 4. Discussion; 5. Report of Nominating Committee.

Section Meeting, German, Saturday, April 22, 2:15 p.m., Parlor C, Mezzanine Floor. Erich Funke, State University of Iowa, Iowa City, Chairman; Hermann Barnstorff, University of Wisconsin, Madison, Secretary. 1. "Experimental Studies in Foreign Language Intonation," Milton Cowan, State University of Iowa, Iowa City; 2. "The Importance of Linguistics for the Teaching of German," W. F. Leopold, Northwestern University, Evanston, Illinois; 3. "Literature as an Experience," Helmut Rehder, University of Wisconsin, Madison; 4. "The Place of the Conversation Course in the German Curriculum," C. R. Goedsche, Northwestern University, Evanston, Illinois; 5. "An Exhibition of Students' Work Completed in the Laboratory Course in Beginning German," E. F. Engel, University of Kansas, Lawrence; 6. Business Meeting.

Section Meeting, Italian, Saturday, April 22, 2:15 p.m., Parlor D, Mezzanine Floor. Joseph Rossi, University of Wisconsin, Madison, Chairman; Hilda L. Norman, University of Chicago, Secretary. 1. "The Application of Linguistics to the Teaching of the Romance Languages," Lawrence Poston, Jr., Knox College, Galesburg, Illinois; 2. "The Textbook Problem in the Teaching of Italian—A Symposium," Elton Hocking, Northwestern University, Evanston, Illinois; Elizabeth Nissen, University of Minnesota, Minneapolis; Robert F. Roeming, University of Wisconsin, Madison; 3. "An Italian-American Community in the Vicinity of Chicago," Harriet Cowles, Deerfield-Shields High School; 4. Report of the Nominating Committee.

Section Meeting, Spanish, Saturday, April 22, 2:15 p.m., The French Room, Lobby Floor. William R. Kingery, Northwestern University, Evanston, Illinois, Chairman; Sena Sutherland, Webster Groves High School, Webster Groves, Missouri, Secretary. 1. "La leyenda de Don Carlos, interpretada por Núñez de Arce en El haz de leña," Lewis E. Brett, University of Illinois, Urbana; 2. "The Role of Spanish and Teachers of Spanish in American Education," W. H. Shoemaker, University of Kansas, Lawrence; 3. "The Twenty-Second Annual Meeting of the American Association of Teachers of Spanish," Edwin B. Place, Northwestern University, Evanston, Illinois; 4. "El Instituto Internacional de Literatura Iberoamericana," E. K. Mapes, State University of Iowa, Iowa City; 5. "La Revista Iberoamericana," Roberta Brenes-Mesén, Northwestern University, Evanston, Illinois; 6. Report of Committee on Nominations.

THE WISCONSIN ASSOCIATION OF MODERN FOREIGN LANGUAGE TEACHERS

THE meeting of the Wisconsin Association of Modern Foreign Language Teachers was called to order by the president, Mr. James L. Hancock, in Milwaukee at the Hotel Schroeder (Père Marquette Room) on Friday, November 4, 1938. In his words of welcome he said what an association such as this should mean to teachers of modern foreign languages, and hoped that all would feel that larger membership would result in greater unity among teachers. He also mentioned the absence of three members (Prof. Cheydleur and Miss Mariele Schirmer were prevented from attending because of illness, Miss Laura B. Johnson spoke at another meeting) and commented upon their services to the association.

The minutes were read (Prof. Elizabeth Rossberg was requested to act as secretary) and approved. The report of the treasurer was read, audited by Professors Zdanowicz and Lorenz, and accepted. Before the discussion of business was begun, the president requested all to rise in silent tribute to two members who passed away during the last year: Professor Stella M. Hinz of the University of Wisconsin, and Mr. F. A. Hamann of South Division High School, Milwaukee.

The report of the nominating committee, which consisted of Miss Rosa Pope, Mrs. Melba Daley, and Miss Cornelia Karow, was read by the chairman, Miss Pope.

The following officers were nominated for the year 1938-39: *President*, Emil H. Koch, Shorewood High School; *Vice-President*, Roshara Bussewitz, Oconomowoc High School; *Secretary*, Mariele Schirmer, State Teachers College, Milwaukee; *Treasurer*, Elizabeth Rossberg, Milwaukee Downer College; *Editor of Bulletin*, William T. Bandy, University of Wisconsin; *Executive Committee*: H. C. Berkowitz, University of Wisconsin, Gertrude Bruns, Whitefish Bay High School, Pearl T. Quam, Janesville High School, Helen Pesark, Superior High School. The secretary was asked to cast a unanimous ballot for these candidates.

Professor Purin spoke on the progressive education which is being carried on in thirty-two selected high schools. In his comments he referred to Professor Keniston's address of last year and mentioned the slogan of progressive education that "no subject should be included in the curriculum which had no social values and also added that if additional social values are desired, an introductory course in General Language should be added in which the majority of the pupils study foreign civilizations. He extended an invitation to all to attend a meeting at the University of Wisconsin Extension Division in Milwaukee on Saturday morning, December 3, at 10 A.M., to work out a course in the civilization of foreign countries which should be taught not by history and social science but by foreign language teachers. This course will be submitted to universities and colleges.

The first item of new business was the discussion of the continuance of the *Bulletin*. The Editor, Professor Meta M. Steinfert, resigned. There was some discussion as to whether the number of subscribers was sufficient to warrant continuing the *Bulletin*. The majority felt that the *Bulletin* is another bond of union among the members; that it gives opportunity for discussion of problems of modern foreign language teaching in the state and offers helpful suggestions to the teachers. Professor Chas. E. Young announced the meeting of the Wisconsin Chapter of the American Association of Teachers of French at Madison at the beginning of the second semester.

The president introduced the guest speaker, Professor C. O. Arndt of the School of Education, Northwestern University, who spoke on "Modern Language Teaching in 1938." He discussed the work of an experimental group of 120 pupils, a cross-section selected from a student body of 1000 at the North Evanston Township High School, who were taught what boys and girls would need in 1938. Most of the problems for study were suggested by the students, of whom eight were considered leaders of the group. The orientation course was a study of the cultures of foreign countries. In the sophomore year the students were brought into contact with four foreign languages so that they could choose their subject of study more intelligently, their aptitudes could be discovered, and English developed more from the study of French, German, Latin, or Spanish. The result was that 85 per cent of the student body enrolled in foreign language classes. He is very much in favor of extending the course from a two-year to a four-year course. He further gave a brief summary of the important experiments and studies which had been made in regard to modern foreign language teaching since the work of the Committee of Twelve in 1898. Even though the reading objective is very much stressed, the speaker said that the students must also learn to read aloud and to appreciate and comprehend the culture of the foreign countries in the newer courses.

After the address, the general meeting adjourned and the sectional meetings were called to order with the following programs.

French Section.—Chairman: Constantine B. Tziolas, Beloit High School; Topic: "Modern Languages and the Liberal Arts", Professor Leon P. Smith, University of Chicago; Chairman for next year: Alida Degeler; Secretary for next year: Alvida Ahlstrom.

German Section.—Chairman: Erna H. Schneek, University of Wisconsin; Topic: "The Reading Objective and the Reading Method in Modern Language Study," Professor R. M. S. Heffner, University of Wisconsin; Chairman for next year: G. C. Cast, Lawrence College, Appleton; Secretary for next year: Mrs. Frieda Voigt, University of Wisconsin, Extension Division, Milwaukee.

Spanish Section.—Chairman: Gladys Calbick, Milwaukee Downer College; Topic: "Literary Zoology: An Inquiry into the Nature and Function of Men of Letters," Professor Joaquim Ortega, University of Wisconsin; Chairman for next year: Lloyd Kasten; no secretary appointed for next year.

Polish Section.—Chairman: Josephine Philipkowski, Lincoln High School, Milwaukee, Topics: "G. K. Chesterton: A Friend of Poland," Professor Szymon Deptula, University of Wisconsin Extension Division, Milwaukee; "Polish Courses in Chicago Schools—A Retrospect," Miss Zella Wolson, Supervisor of Polish, Chicago; Chairman for next year: Frank Lemanowicz, South Division High School, Milwaukee; Secretary for next year: Conrad Sasowski, South Division High School, Milwaukee.

MARIELE SCHIRMER, *Secretary*

• "What Others Say—" •

PRESIDENT BUTLER ON MODERN LANGUAGES

"One need not know a modern European language unless he is going to think, to read, to reflect, to study, to discuss." (From the address of President Nicholas Murray Butler before the 1938 Educational Conference held in New York City in October, 1938.)

DEVELOPMENTS IN CALIFORNIA HIGH SCHOOLS*

AUBREY A. DOUGLASS

FOREIGN LANGUAGES are also being located in later grades, although not so extensively as mathematics. In scattering instances pupils are advised to begin study of this subject as early as grade eight. In a third of the schools, entrance upon foreign language study is supposed to begin in grade nine. In perhaps a majority of schools, however, the attitude is taken that it is preferable to enroll in the first foreign language classes in grade ten or later. The reasons for this attitude are for the most part those which are causing a postponement of mathematics.

Modern foreign language instruction presents certain problems which have not been resolved to the satisfaction of curriculum workers and administrators, who are growing more and more skeptical of the values of the languages. In brief, the attitude taken is that the value to be gained from learning to read and speak French, German, or Spanish is more imaginary than real. The opinion is also held that two years of a language constitute insufficient time to gain the ability to use a language. With the second point teachers agree; with the first, they disagree. It must be admitted that evidence to support the contention that the average secondary school pupil who enrolls for foreign language will make sufficient use of it to keep his knowledge alive has not been forthcoming. Curriculum workers and administrators also hold the view that the "culture" of a nation need not be presented or studied through a foreign language medium. In this attitude they are supported by evidence easily accumulated by one who will take the trouble to investigate classroom conditions. Pupils without fluency in reading or speaking Spanish, for example, can hardly be expected to acquaint themselves with aspects of the culture of Spanish-speaking peoples through the medium of Spanish. They will progress faster when they attempt this in English. Finally, and contrary to what might be supposed, the teacher of foreign language is not necessarily a student of the culture of the nation in question. His ability and first interest may be in the language as such, not in what the language symbolizes. This accounts in part for the fact that "cultural" units dealing with Europe or Latin America are often developed in the social studies by teachers of social studies, and not by the teachers of foreign language.

* From *The Educational Record*, January, 1939, pp. 52-53.

EFFECTIVE ENRICHMENT OF THE TEXTBOOK IN FOREIGN LANGUAGE*

VERA L. PEACOCK

Southern Illinois State Normal University, Carbondale

JUST which enrichment materials are to be chosen for any given class and how they are to be introduced are again matters that cannot be established definitely for all situations. One basic rule, however, that might well be followed is to choose materials which fit in with the textbook and the classroom procedure and to introduce these as naturally as possible. Culture cannot be crammed down pupils' throats. When, however, a lesson in the book mentions the rivers of France, those rivers can be located on a map, the regions through which they flow can be described, pictures and photographs of the cities along their banks can be shown—in short, any sparks of interest that may be noted in the class can be developed. When numbers and dates are being studied, the teacher can use French calendars, ask questions each day regarding the date, and work in a great deal of information about anniversaries, holidays, and the like. Christmas, Easter, and May Day are fine occasions for learning simple songs, studying foreign holiday customs, and developing little plays or parties illustrating those customs.

Some textbooks lend themselves to illustration by supplementary material much better than others. If the reading lessons deal with foreign customs, geography, history, social conditions, or artistic developments, it is relatively easy to introduce maps, postal cards, travel literature, and magazine articles. Teachers who use older textbooks in grammar, often extremely bare of cultural references and with few points on which to hang such information, still can bring in the materials connected with the seasons of the year, holidays, foreign monetary systems, and references to foreign developments as they appear in the newspapers, magazines, and newsreels. Those things are available to every classroom and can be developed amazingly if the attempt is made.

It is almost always possible to modify somewhat the appearance of a classroom in order to create a foreign atmosphere. Pictures, maps, a flag, proverbs, greetings, or verses of songs written on the blackboard, and displays on a bulletin board are all readily available with but little effort. These things should be used occasionally in the lesson development if they are to contribute their full value to the pupils. It is just as easy, and far more practical, to ask for the colors of the French flag as it is to teach the position of adjectives of color by reference to "a little white house" or "a little red hen." The eternal "where is" question of the first-year class might well end once in a while in Paris or Marseilles instead of at the door or the window, provided that a map and a pointer are within reach.

Another teaching aid which requires little equipment and which can be introduced naturally is the singing of folk songs. The vocabulary of many of these songs is amazingly simple, and the repetition involved can be utilized as a pronunciation drill. These songs are frequently the accompaniment of dances or lead themselves to dramatizations which may be developed in language clubs. Records of these folk songs and of other foreign music provide an excellent variation if time is available. However, records are useful only if the class is prepared in advance to understand them and if they are used frequently enough to become familiar. A high-school pupil can rarely understand much of a foreign record unless he knows what is being said.

Since the radio has brought opera to everybody, it would seem the duty of the foreign-language class to increase the enjoyment and the understanding of operas by some study of their stories and music. Much of this will fall to the language club and will depend on the possibility of securing records and librettos and on the interest and the enthusiasm of the teacher. The student of French or German will enjoy *Faust* or *Tristan and Isolde* far more if he knows the story, is familiar with the main choruses and arias, and can understand at least

* From *The School Review*, January, 1939, pp. 29-31.

part of the words. Some schools have been able to work out definite programs of instruction in foreign music through the co-operation of the music department and the foreign-language department. Every time other departments or individuals consent to work with the language teacher in his enrichment program, the effectiveness of that program becomes tremendously increased. The pupils gain through contact with these other teachers and profit from their specialized knowledge and skills, and the teachers gain immensely in inspiration and encouragement.

Radio programs can occasionally be effectively used, but for most classes they will remain an extra-curriculum pleasure. They sometimes fit nicely into club work, and they ought to be so used when possible, as ought every other aspect of modern life which has a real and a natural connection with academic material.

Fortunately most of the teaching aids which have been mentioned can be obtained at little or no cost. Larger and more expensive devices are often desirable but for many schools impossible. Many projection and sound machines are so poor as to render films ineffective. The pupils, accustomed to the highly finished performance of commercial films, are so annoyed or amused by the inferior production of much educational equipment that they profit little by it. Sixteen-millimeter foreign films are often dark and jerky, and the sound equipment may blur the speech so that it is incomprehensible. In cases where several communities can unite to provide thirty-five-millimeter equipment, better results can be obtained. Then old commercial films of definite educational value may be purchased and used frequently enough to be effective. Occasionally school groups can persuade the local theater to show special pictures at odd hours. For example, the Carbondale theater gave a special student showing of "The River" at eleven-thirty one morning and charged an admission fee of only five cents. Local theaters can sometimes be rented outright for an afternoon or an evening. That, of course, is an expensive procedure and would probably require the backing of several groups

• Notes and News •

DEAN DOYLE TO BE VISITING PROFESSOR

DEAN HENRY GRATTAN DOYLE of the George Washington University, our former managing editor, has been appointed Visiting Professor of Methodology at the Middlebury Romance Language Schools for the coming summer.

A COURSE ON FRENCH PRONUNCIATION BY RADIO

THIS is given from Radio Station WTIC (1040 KC), Hartford, Connecticut, every Tuesday, from 2:00 to 2:30 P.M., under the direction of Professor Arsène Croteau, of the Foreign Language Department of Connecticut State College, Storrs, Connecticut.

Lesson-sheets are distributed free of charge to individuals or in any quantity desired for distribution in French classes, Cercles français, groups of students, etc. These lesson-sheets may well be used in classes independently of the broadcasts. Write to WTIC, Hartford, Connecticut. Exercise I is reprinted below:

No. 1	No. 2	No. 3
A—I read j'ai lu	A—with interest and profit avec intérêt et profit	A—the great literary works les grandes œuvres littéraires
B—he read il a lu	B—with a very keen pleasure avec un très vif plaisir	B—the biting ROMAN DE RENARD le mordant ROMAN DE RENARD

C—she read elle a lu	C—with deep admiration avec une profonde admi- ration	C—the FABLIAUX so truly French les FABLIAUX si français
D—we read nous avons lu	D—with pride and joy avec orgueil et joie	D—the CID, then POLYEUCTE le CID, puis POLYEUCTE
E—you read vous avez lu	E—with zest and animation avec brio et entrain	E—the MISANTHROPE, by Molière le MISANTHROPE, de Molière
F—they read ils ont lu	F—with love and exaltation avec amour et exaltation	F—the poems of Victor Hugo les poésies de Victor Hugo

LIMA CONFERENCE PASSES RESOLUTION ON BEHALF OF W.F.E.A. CONGRESS AT RIO, AUGUST 6-11, 1939

DELEGATES to the recent Lima Conference paused in their deliberations to pass a resolution on behalf of the Eighth Biennial Congress of the World Federation of Education Associations to be held at Rio de Janeiro August 6-11. The resolution was approved December 24, 1938, according to Dr. Paul Monroe, President of the W.F.E.A., and reads:

"WHEREAS: Recognizing the important role played by teachers and supervisors in the development in youth of appreciation of international understanding and good will, as well as the necessity that teachers and supervisors themselves shall have opportunities for increasing their own international knowledge and understanding; and appreciating the fact that the Eighth Biennial Congress of the World Federation of Education Associations to be held in Rio de Janeiro August 6 to 11, 1939, affords an unusual opportunity to gain such knowledge and understanding since it will bring together hundreds of teachers, supervisors and educational leaders from all American States to exchange in an atmosphere of friendship their common experiences and common concern for the well being of youth,

"The Eighth International Conference of American States RECOMMENDS:

"1. That the Eighth Biennial Congress of the World Federation of Education Associations, to be held in Rio de Janeiro August 6 to 11, 1939, be brought to the favorable attention of educational authorities and teachers in the American States.

"2. That the attention of delegates be directed to the opportunity of visiting educational institutions in other countries en route to the Conference."

The *Rotterdam*, sailing from New York on July 5 and from New Orleans July 10, has been specially chartered to provide facilities for those attending the Conference, and further particulars may be obtained by writing to the headquarters of the Association at 1201 Sixteenth Street, N.W., Washington, D.C.

RANDOM COMMENTS*

THE *American-German Review*, heretofore published quarterly by the Carl Schurz Memorial Foundation, will be issued bi-monthly beginning with February. The December number is up to its usual standard of excellence and good taste. The cover design is a halftone reproduction of an eighteenth-century madonna by an anonymous Bavarian polychrome wood sculptor. Following its custom of illustrating the story of the nativity in the Christmas number with works of great German art, the magazine this time presents a group of six further madonnas representing "four distinctive epochs in the history of German art—the Romanesque, The Gothic, The Renaissance, and the Baroque." Foreign language teachers should find in these and other illustrations—for example the many-colored reproduction of a Pennsylvania "Taufschein" of 1841—useful classroom realia. Most interesting is the article on the Palatines in Kentucky by Albert Stutzenberger, who furnishes facsimiles of the signature of Abraham Lincoln's grandfather, spelled Abraham Linkhorn, the probable descendant of an immigrant from the German Palatinate. Other contributions are: "The Harz—Its Sights, Sounds, and

* Prepared by John P. von Gruening.

Famous Sons," by Jane F. Goodloe; "The Leipzig Fair," by Ludwig Fichte; "Meissen Porcelain," by Guy F. Reinert; book reviews; news and briefs giving miscellaneous interesting information. The expressed aim of the publication is the promotion of "cultural relations between the United States and German-speaking peoples."

An article that will be heartening to many a foreign language teacher interested in the future of the gifted child appears in the December number of *Education Abstracts*, LIX, 194. The author, Charles N. Smiley of Carleton College, in no mistaken terms denounces "as chief conspirators those men of mediocre gifts who are attempting to supervise the education of children who have natural gifts superior to their own."

A constant menace to modern language instruction is the present trend toward over-simplification. The habit of regarding foreign language study in our schools either as a form of social science or a kind of sedition might be the fruit of such a trend. Viewing foreign language training with suspicion as the potential handmaid of Communism or Fascism is another. The foreign language teacher of American youth alert to the problems of the day, will be thankful for every contribution of value in checking the vicious, short-sighted bent toward educational bigotry. Such a practical contribution is the opening article in *School and Society* XLVIII, 805, December 24, 1938. "How to Tell a Communist and How to Beat Him." In an address to the American Legion, Professor William F. Russel, Dean of Teachers College, Columbia University, appeals to reason and pleads for the support of liberal education, which "will cause the most discomfort to our enemies" and "will do the most to perpetuate and preserve the form of government and the kind of life which the Fathers of our Country willed to us. . . ." These enemies are not to sought among our loyal citizens who, "indignant at the practices of some of the worst of us," point out these evils and "struggle to find some way" of improving conditions, but rather among those who seek to establish in America the "Dictatorship of the Proletariat," who shout, "Down with religion, shut the churches . . . accustom the people to picketing, strikes, mass meetings," who play on envy; arouse jealousy; organize "cells," and publish scurrilous sheets, full of factual errors, enticing teachers, preachers, and social workers who know distress into paying for them. The address attracted wide public attention; 89,000 copies of it were distributed "in response to requests and suggestions."

ANOTHER article in the same magazine, in the number of January 14, is contributed by Edward A. Fitzpatrick of Marquette University, who maintains that the character of a university depends on great men sensitive to spiritual values. Upon discussing the "university radius" and "larger aspects," he concludes that the university will become "the civic center of the spirit in the city."

RECENT articles of possible interest to foreign language teachers entered in the *International Index to Periodicals* include the following:

"Teaching of Intellectual and Moral Virtues," by C. J. O'Toole, with bibliography, *Ethics* XLIX, 81, October, 1938.

"Language and Moral Philosophy," by H. Wodehouse. *Mind*, XLVII, 200, April, 1938.

"Aliens: Influx of French Words into English," by P. Fijn van Draat, *Englische Studien* LXXII, 321.

La langue française sous la Révolution: review of vol. IX of *Histoire de la langue française* by F. Brunot. F. Gohin, *Revue Historique. Mémoires et Études* CLXXXII, 104, January, 1937.

"Dizionarii bilingui," S. Rosati, *Nuova Antologia* CCCXCVIII, July 1, 1938.

"Implications of Some Recent Studies on Style," by E. K. Mapes, with bibliography, *Revue de Littérature Comparée* XVIII, 514, July, 1938.

"Les Basques dans la littérature espagnole," C. Reicher, with bibliography, *Revue de Littérature Comparée* XVIII, 436, July, 1938.

"German and French Dramatic Topics of the Seventeenth Century," by W. P. Friederich, with bibliography, *Studies in Philology* xxxiv, 509, October, 1937.

"Ludwig Tieck's Initiation into Spanish Studies," by A. Gillies, with bibliography, *Modern Language Review* xxxiii, 396, July, 1938.

"Recent German Books Relating to Brazil," compiled by A. Marchant, *Hispanic American Historical Review* xviii, 249, May, 1938.

"Die Bedeutung des Münsterkreises für die deutsche Literatur," H. Rehder, with bibliography, *Journal of English and Germanic Philology*, xxxvii, 488, October, 1938.

"Beginnings of German Literary Criticism," by J. W. Eaton, with bibliography, *Modern Language Notes* liii, 351, May, 1938.

"University in Modern Life," *Nature* cxi, 987, December 11, 1937.

"Une excursion parmi les lettres italiennes," P. Guiton, *Revue Politique et Littéraire* lxxv, 309, May 1, 1937.

Review of *Le demon du style*, Y. Gandon. (R. Bourget-Pailleron), *Revue des Deux Mondes* lviii, 46, July 1, 1938.

STUDENT EXCHANGE BETWEEN COLOMBIA AND THE UNITED STATES

MELVIN G. NYDEGGER

Allen Academy, Bryan, Texas

It is an established fact that a foreign language is best mastered in the environment in which it is spoken and that association with native speaking people provides the best medium for learning a language. In this connection, the Department of Romance Languages of the Allen Academy of Bryan, Texas, under the writer, has perfected plans for an annual exchange of students and teachers with the Colegio de Ramirez of Bogota, Colombia, S. A. The department of Spanish of Allen believes that not only will a better knowledge of the elements of the language be gained, but a broader and more universal understanding of the culture of our sister South American Republic be obtained.

The Colegio de Ramirez is sending a delegation of nine students and a professor to Bryan. These students arrived January 10, and will remain in Bryan for two months as guests of the Academy, attending regular classes in the subjects in which they are enrolled in Bogota. As this is the regular yearly vacation of the Colegio de Ramirez, the students will not lose any time from their regular studies there. The Spanish department of Allen plans to send a delegation of its students to Colombia this summer to be guests of the Ramirez School and to attend classes in Spanish.

Recent diplomatic conferences between the United States and the Latin American Republics, lately concluded in Lima, Peru, point toward future mutual understandings between the two groups. We are firmly convinced that this student exchange will do much to promote and foster better feelings and understandings between the students of the two nations, for in the youth of the world lies the future hope for curing the evils afflicting the world. If better feelings and relations can be fostered among the youth of the world, the first milestone in the elimination of the evils and horrors of war will have been passed.

It is our belief that this project will be the beginning of a movement that will greatly affect the study of Spanish in this country.

Señor Santos Pinzon N., Director of the Colegio de Ramirez, writes that elaborate plans are being made in Bogota and Colombia for the entertaining of the North American students when they arrive. Señor Pinzon further states that his nation is intensely interested in American educational methods and that he welcomes the opportunity of a group from his nation to study and observe at first hand the democratic ideals and idealism of North America.

The future of North American trade relations lies with South America, but it is impera-

tive that American business obtain first of all a knowledge of the cultural, social, and educational interests of South America. This student exchange offers to the student interested in business and trade with South America an opportunity to obtain at first hand this essential knowledge, while at the same time he perfects his knowledge of Spanish, so that he may meet his South American business associate on common territory. Dollar diplomacy is fast giving way to diplomacy based upon mutual respect and friendship. No longer does South America picture us of the North as dollar-grabbing "Yanguis."

It is our hope that this exchange will be only the first of other similar exchanges between the United States and other nations of the world.

• Reviews •

COLE, R. D. and THARP, J. B. *Modern Foreign Languages and their Teaching*, New York: D. Appleton-Century, 1938. Cloth. Price \$3.00.

There are a few books on methods of teaching foreign languages which should be in the library of every teacher in this field. This book is one of them. It is a reference book not only for methods but for all problems of language teachers and supervisors, because help is given both to teachers in training and to experienced teachers in search of new ideas. Above all, it should be required reading for administrators (especially those who are in doubt about the importance of modern foreign languages in the curriculum) for it shows clearly that language teachers are studying their problems in a scientific way, that they have clearly defined aims and methods for accomplishing them.

Of course, this is not a new book. Dr. Tharpe has revised the late Professor Cole's work of 1931. He says in his preface to this revised edition that he attempted the task "to bring the contents down to date in events and in bibliographical reference" . . . "outmoded statements have been changed and footnotes altered to add or substitute references." A particularly valuable piece of editing has been done, at the suggestion of users of the former book, by pruning all chapter bibliographies, leaving only the most useful and important. Dr. Cole wished to make his list of sources as complete as possible, but experience with the book has shown that a lengthy list is more confusing than helpful. Items on Italian have been added; German, French, and Spanish were the only languages considered in the previous edition.

This book differs from others in the field in being more exhaustive in treatment and fuller in topics considered. It not only discusses objectives and methods in all the various phases of language teaching, i.e., pronunciation, reading (life and literature), grammar, vocabulary and idioms, devices for drill, testing and measuring, but it also goes into the problem of who should study languages, at what grade level and who should teach them. The chapter on "Realia" is particularly valuable for the wealth of references for obtaining maps, posters, pictures, slides, and periodicals. The language club and foreign correspondence are not overlooked.

Need more be said? There is no wish to overwhelm, for in spite of such a vast array of material, this is not a formidable book. The topics are well arranged and each chapter is a unit in itself. Each teacher may easily select the parts best adapted to the aims of his course and to his own method of teaching.

A. MARGUERITE ZOUCK

Department of Education
Baltimore, Maryland

CAPOCELLI, GINEVRA, *Scrittori Italiani: Lives, Works, Texts, Anecdotes*. An Italian Reader. Preface by Giovanni Gentile. New York: Oxford University Press, 1938. Price, \$1.75. Illustrated.

This attempt at writing an elementary history of Italian literature combined with appropriate excerpts from the works of the most significant Italian writers is a long-expected one. There does not exist, for the use of high-school students, a textbook of real value on the subject. The task is a difficult one, and according to Giovanni Gentile, former Italian minister of Education, the author has accomplished it most satisfactorily.

A second edition of *Scrittori Italiani*, however, might take into consideration the following remarks:

Subject-matter.—(1) More space might be given to excerpts and less to undeveloped statements of minor interest, which are bound to be soon forgotten by the student: The enumeration of facts does not appeal to his imagination and is therefore useless. Ex: "Della prosa volgare del Secolo XV ricorderemo l'Arcadia, un romanzo pastorale di Jacopo Sannazaro (1456-1530)." Pg. 54 (No other mention either of the Arcadia or of the writer can be found.) (2) An elementary presentation of literary values is not necessarily linked to a commonplace interpretation. Ex: "In Virgilio che cantò le glorie romane, Dante personificò il concetto dell'autorità imperiale, e in Beatrice personificò il concetto dell'autorità ecclesiastica, nella sua purezza ideale." Pg. 25, and: "Il Decamerone è un libro immorale . . ." Pg. 50, (for which reason, apparently, no excerpt from this book is given), are among many misleading statements to be avoided. (3) A clear idea of the meaning of the words that are used should be borne in mind; the concept of nationalism, for instance, properly understood, would have avoided a rather biased presentation of Medieval and Renaissance writers. Ex: "Dante desiderava ardentemente l'unità nazionale e la sua speranza era che l'imperatore Arrigo riuscisse a unificare l'Italia." Pg. 15.

Style.—(1) A genuine effort toward clarity of expression, as it is announced in the introduction, should not lead to monotony of style. In this connection, the abuse of a certain type of inversion, supposedly elegant, is to be noticed (six on page 9). To emphasize the complement by placing it before the verb may well be effective when the procedure is used sparingly, otherwise it is tiresome. A particularly unfortunate example can be found on page 82: "Ma d'attuare queste riforme impedì al Tasso—e fu fortuna per l'arte—la terribile malattia che . . ." (2) Special attention should be given to certain words or combinations of words that convey no definite idea, or that may be inappropriate. Exx: "Francesco Petrarca nacque nel 1304. . . . Fece i primi studi ad Avignone. . . . In seguito andò a studiare. . . . Quattro anni dopo tornò. . . ." Pg. 33. (When?) "Nel Medio Evo la letteratura trovò la sua ispirazione nel mistico amore e nel sentimento religioso popolare." Pg. 9. (This is the first sentence of a chapter, and is supposed to define Medieval thought.) "Ma nessuno prima di Galileo Galilei aveva esposto un corpo di dottrine melodiche così ordinato e così efficace." Pg. 103. "Ma la prosa in cui il Duecento ha il suo stile è quella dell'anonimo Novellino." Pg. 10. A number of grammatical errors, exemplified below, have survived revision: Articles omitted: ". . . ma suo maestro era Toscano. . . ." Pg. 33. "Suo gradito passatempo erano le occupazioni campestri." Pg. 35. ". . . che sottrasse alla soggezione del papato un buon terzo d'Europa." Pg. 55. (Number of verbs): "Fra i più grandi poeti sono San Francesco . . ." Pg. 9 (no other subject). "Ma oltre le forme classiche si continuavano a coltivare le forme popolari dell'arte . . ." Pg. 43 (stands for "one continued," singular). (Moods and tenses): "Una o uno . . . ordina e dispone del luogo . . . in cui tutti debbano vivere" Pg. 47 (after ordina e dispone the indicative should be used). "Chi confronti la storia . . . osserva. . . ." Pg. 32 (both verbs should be in the present indicative, otherwise osservare should be in the future). (Miscellaneous): "Egli non fu semplice imitatore, ma bensì creatore . . ." pg. 65. "Boccaccio era grande ammiratore di Dante e dello studio da lui posto nelle opere del divino Poeta sono tracce evidenti delle scritture . . ." pg. 45 (with a comma after Dante and the addition of "vi" before sono, the sentence would be

clear). "Là, *dinanzi* al sorriso di quel cielo . . . accolto dalla societa galante . . . *le naturali disposizioni* del suo spirito trovarono . . ." pg. 106 ("dinanzi" and "accoloto" obviously refer to a subject that is missing in the sentence).

A proper punctuation would sometimes help clarify the meaning of sentences that contain too many subordinate clauses, too many "che" and too many "di" without any grammatical lead to indicate the principal clauses they are referring to.

A few typographical mistakes of no great importance can be found.

Most facts and dates are correct and show a great deal of conscientious work. A historical error: "*Il re* di Francia, Carlo di Valois . . ." pg. 14, is of minor importance and such statements as: "Cola di Rienzi (1312-54), *suo amico* . . ." pg. 37, ("suo" stands for Petrarca), are perhaps acceptable in an elementary outline of literature.

The questionnaires will prove helpful in the classroom. The vocabulary is comprehensive and gives explanations of the historical and mythological names that are given in the text.

Among the fifty-eight anecdotes, at least some are quite entertaining.

A. C. LANZA DI TRABIA

Connecticut College,
New London, Connecticut

SPAULDING, ROBERT K., AND LEONARD, I. A., *Spanish in Review*. New York: Henry Holt and Company, 1938. Price, \$1.60.

Spanish in Review, is, in general outline, the traditional page of reading plus a page of composition type of review grammar. Its claim to novelty may be based on the abundant illustrative material for each idiomatic difficulty which the authors introduce. For example, to illustrate *he aquí, ahí, allí*:

Heme a las puertas
He equí los resultados
Hete aquí que se presenta . . .
Hétenos persiguiendo al enemigo

Each example is followed by an English translation and a generalized statement for its use.

The grammatical statements are accurate and well worded. The exercises outlined for the student are designed to suit those who are interested in grammar for reading *and* for those interested in composition. The book will be welcomed by the latter group. Those, however, who look upon the first semester of the second year as a period for rapid and intense verb review will find a lack of verb recognition and translation exercises. In addition, the length of each of the twenty four lessons is excessive. In some cases there are nine or ten pages (cf. Lesson XII) of grammar and accompanying illustration. In other words those who are interested in a maximum of reading and a minimum of grammar will not be pleased with it.

FRANCIS M. HASBROUCK

Duke University,
Durham, North Carolina

TORRES-RIOSECO, ARTURO, AND MORBY, EDWIN SETH, *Cartilla Mejicana*. New York: F. S. Crofts and Company, 1938. List price, \$1.00.

Cartilla Mejicana is a series of nineteen short sections of Spanish prose which attempts to present a picture of Mexican life. It is intended for "students who already possess an elementary general knowledge of Spanish grammar." On each section of the text there are based a *Cuestionario* and a *Traducción*, the latter being made up of about fifteen short English sentences to be translated into Spanish. The *Vocabulario* seems complete and carefully done.

As stated in the Preface, "the language is simple, but not oversimplified to the point of devitalization." However, even the most optimistic teacher will find it hard to deny that a second year Spanish student who really tries to prepare his lesson will need grammatical notes

to explain many of the constructions involved in the text. The editors do not provide such grammatical notes.

As for the descriptive information presented in the text, the old framework of the visit of an American student to the foreign land is used. Truly interesting and significant facts about Mexico are often presented, together with much material, intended to be humorous, which is of dubious value. Most adult readers will probably consider the author's attempts at humor as only very slightly successful. The leitmotif of the book seems to be "Méjico es el país del amor, de la belleza, de las aventuras románticas," with the additional message that the United States is deficient in these Mexican specialties.

If the seriously presented chapter on the origin of the word "cocktail" is really correct, let us hope that the information will soon come to the attention of English scholars, because *Webster's Dictionary*, the *New English Dictionary* and *Weekley's Etymological Dictionary of Modern English* all admit their ignorance as to the source of that word.

It is unfortunate that the compiler of the exercises and vocabulary makes (unnecessarily, because, after all, the Spanish chapters are passable as a descriptive text for second year students) such lofty claims of literary merit for the "essays," declaring them to be a "literary work of an artistic merit independent of its usefulness as a language textbook." The most charitable critic cannot allow such claims.

HARRY A. DEFERRARI

Catholic University of America
Washington, D.C.

HENDRIX, W. S., *A Project in the Reception of Cultural Shortwave Broadcasts from Spanish America*. Columbus, Ohio: Ohio State University, 1938.

Mr. Hendrix's report on the interesting experiments conducted at Ohio State University marks what seems to be the first step taken in this country toward a genuine cultural rapprochement with the other Americas. After a challenging introduction, in which the possibilities of radio in the classroom are outlined, he goes on to describe the procedure employed in the project, which lasted through the scholastic year of 1937-38.

Lists of radio stations, both Spanish American and European, then follow, after which Mr. Hendrix enters into a fairly detailed analysis of what was heard over the chief Spanish American stations whose broadcasts were studied.

Of great interest are the brief summaries of the topics discussed during a series of lectures broadcast last year from Mexico City for the especial benefit of the students and faculty of the University of Chicago. This series, together with the one now under way from Guatemala City, is indeed a new departure in the use of shortwave radio, and one which we may hope will find many successors.

The last three pages of the report seem to be the most valuable from the standpoint of original contributions. In these, Mr. Hendrix presents his conclusions, drawn from the experiences of the year's studies. The prospect for wider use of shortwave broadcasts in the classroom, as outlined in these pages, is indeed bright, although somewhat dimmed by the statements that "as yet, daytime reception of shortwave broadcasts from abroad is not altogether satisfactory," and "spoken programs . . . were not sufficiently constant for us to use them as a basis of foreign language study."

It is interesting to note that the scope of the study was limited to shortwave broadcasts coming from without the United States. Apparently no effort was made to evaluate the usefulness of foreign-language programs built in this country and broadcast to foreign countries. Here, indeed, do American college and universities have a valuable source of material from which to draw. The National Broadcasting Co., for example, daily broadcasts a regular schedule of programs in six languages—Spanish, Portuguese, French, German, Italian, and

English—which include news, travelogues, sports reviews, market reviews, and music. There are also special weekly talks, such as Hollywood Talk, Philately, The American Home, Woman's Page, New York Promenade, etc. The announcing staff is composed of Americans born and reared abroad or of American citizens of foreign extraction. Thus correct pronunciation and phraseology are assured. Since our shortwave stations, though beamed to other continents by means of directional antennae, enjoy excellent reception here in the United States, and since programs transmitted over these stations are put on the air with a regularity that is not unlike that of our longwave programs, it might be advisable for our colleges and universities to turn their attention, for the present at least, to possibilities within our own borders. This could be done while "better foreign transmitters" are awaited, and while "an organization in this country which will plan, arrange and give proper publicity to suitable programs" is being set up.

J. A. BARRETT

The National Broadcasting Company
New York City

ROBLES, JOSÉ, *Tertulias españolas*. Exercises and Vocabulary by William H. Shoemaker. New York: F. S. Crofts, n. d. [1938]. Price, \$1.00.

Almost as abundant as recordings of Schubert's *Unfinished Symphony* or of Beethoven's *Fifth* are Spanish readers which come within the elastic category of "cultural" material. But surely the manuscripts of all of them were not approached with the spirit of reverence here manifested by the general editor of the Crofts series and the compiler of the apparatus pedagogicus. And so the book is a respectful and affectionate tribute to its vanished author.

Sr. Robles' *Tertulias españolas* consists of twenty dialogues, each preceded by a page or less of introduction. The clever illustrations are his own. Just what devotees of simplified texts and word counts will say to the vocabulary, for the immediate editor hopes that the book will be used profitably even by beginning students, is horrible to contemplate. Surely not within *their* bounds of usefulness are holgazanería, beligerancia, ariscos acantilados, aferrado a la prosa de la vida, renacentista, fachada barroca, pórtico románico, un buen guiso de riñones al jerez, fenómeno sísmico, chanchullos, politicastro, etc. Yet these and other terms of every day conversation enter in the most natural way in the world, that might cause one to ask what Mr. Robles would have thought of the necessity of defining Cibeles as "Cibele (Great Mother of the Gods)," of informing the reader that Don Juan is the "symbol of the unrestrained and successful violator of all that is held dear, good and holy, too often limited to the irresistible lover and seducer of women," or that the *Divine Comedy* is "one of the world's literary monuments," or that *Faust* is "one of the world's greatest books." In other words, the sophistication of the text would seem to demand its use by students of a little background.

The occasional shots at Spanish institutions or figures will have no echo for more than a few of American teachers even (let alone their students), but neither can fail to feel the justice of the author's gentle jabs at certain details of the American postal system. The content of these lively dialogues is anything but profound, the treatment not to be classed as thorough, and problems are not formally discussed but merely touched upon in the casual way of café conversation. This may not be a fault, for any other procedure would defeat the author's purpose, but the chief value of the text (at least for those who, not having known the author, must look upon it with colder eye) probably lies in the lack of conventionality of its very unforced language. For an intelligent student, or maybe just a mature one, that ought to be enough.

ROBERT K. SPAULDING

University of California
Berkeley, California

STEMANN, INGEBORG, *Danish, a Practical Reader*. Copenhagen: H. Hagerup, Publishers, 1938.

It is regrettable that with the rapidly growing interest in Scandinavia there are so few effective textbooks adapted to the English-speaking person who wishes to learn a Scandinavian language. Too often the learner must be content with an old edition of a grammar containing outmoded spellings and obsolescent forms. The appearance, therefore, of Miss Stemann's introduction to the Danish language is a distinct contribution to Scandinavian studies.

Although the book bears the title of a "Practical Reader," it is far more than that, as a glance at its five parts will indicate. The first part gives a practical introduction to Danish pronunciation. Danish sounds are described by comparison with similar English sounds, by vocalic diagrams, and by the use throughout the book of phonetic transcription, with an explanatory table of the phonetic symbols. Considerable attention is given to the difficult and characteristically Danish glottal stop (stød).

Part Two consists of twenty-one lessons, which deal systematically with Danish grammar and with further comments on pronunciation. The lessons also have vocabularies, readings in Danish, and exercises for translation into Danish.

Part Three contains a list of words and phrases which are of immediate use to the visitor in Denmark. Each word and phrase is accompanied by its phonetic transcription and the English translation.

Part Four offers a wide selection of Danish reading material. There are short essays on Bertel Thorvaldsen, H. C. Andersen, the geography of Denmark, a description of Copenhagen, extracts on the political and social life of Denmark from various Danish newspapers, articles on sports, and other topics of general interest.

Part Five is a grammar. The principles which govern the Danish language are explained clearly and concisely with copious examples. Tables facilitate the study of verbs. The grammar is to be used in conjunction with the lessons of Part Two.

It would seem that Miss Stemann, who is a former lecturer on the Danish language at the University of Warsaw, Poland, and present director of the "Summer Courses in Danish Language and Culture for Foreigners" at Copenhagen, might improve her text by inserting Danish-English and English-Danish vocabularies at the end of the book, rather than by publishing these under separate cover. Since, however, the lessons contain vocabularies, this does not detract seriously from the usefulness of the book. Miss Stemann has been assisted in her work by Dr. Angus Macdonald of the University of Edinburgh and Niels Haislund of Copenhagen.

One who works through this text diligently should obtain not only a good practical knowledge of modern Danish but also a solid foundation for advanced study of the language and culture of a friendly and remarkably social-minded nation.

IRVING R. JOHNSON

Boston University,
Boston, Massachusetts

BARNSTORFF, HERMANN, *Die soziale, politische und wirtschaftliche Zeitkritik im Werke Gerhart Hauptmanns* (Jenaer Germanistische Forschungen, No. 34). Jena: Frommannsche Buchhandlung, Walter Biedermann, 1938. Price, Marks 5.50.

Hermann Barnstorff's 150-page University of Wisconsin dissertation on Hauptmann, published in Germany, is written from a specifically American point of view, which may in this case be called the cosmopolitan viewpoint. This gives it a certain value and authenticity which a work prepared by a German for German readers alone could not claim. It should therefore interest not only the few Hauptmann scholars in this country, but also advanced students of recent German literature generally. The author finds that Hauptmann has not

been static, but has developed and revised his views on social, political and economic problems. In his socialism, for instance, four stages are seen, viz., proletarian socialism, the community spirit of the nation as a whole (*Florian Geyer*), naive early Christian socialism (*Emanuel Quint*) and universal human socialism (*Till Eulenspiegel*). That Hauptmann is not an adherent of the present National Socialist ideology is frankly stated. The work of an author still living cannot, of course, be conclusively appraised. Hauptmann is still at work; moreover his letters and diaries are not accessible. But within these limitations, of which Barnstorff is fully conscious, he has written a thoughtful and well-documented work.

EDWIN H. ZEYDEL

• Books Received •

FRENCH

- Dictionnaire Français-Anglais*, par Louis Chauffurin. Français-Anglais; English-French. Paris: Librairie Larousse; New York: F. S. Crofts and Company. viii, 768 pp. Price, \$1.50.
- Dumas, Alexandre, *L'Homme au Masque de Fer*, from *Le Vicomte de Bragelonne ou Dix Ans plus tard*. Ed. by Henry E. Haxo. Boston, etc.: Allyn and Bacon, 1938.
- Duvernois, Henri, *La Maison Camille*. Ed. with Introduction, Notes and Vocabulary by Rosa Bissiri. New York: F. S. Crofts and Company, 1939. Price, \$1.25.
- Manchester, Paul T., and Rochedieu, Charles A., *French Verb Study and Drill Pad*. New York: F. S. Crofts and Company, 1939. Price, \$0.95.
- Pike, Robert, and Searles, Colbert, *Contes Intimes*. New York: F. S. Crofts and Company, 1939. Price, \$1.25.
- Renard, Jules, *Poil de Carotte*. Ed. with Exercises, Notes and Vocabulary by S. A. Rhoades and A. Taffel. New York: F. S. Crofts and Company, 1939. Price, \$1.20.

GERMAN

- Morgan, Bayard Quincy, *A Critical Bibliography of German Literature in English Translation, 1481-1927, with Supplement Embracing the Years 1928-1935*. Second Edition completely revised and greatly augmented. Stanford University, California: Stanford University Press, 1938. Price, \$10.
- Steinhauer, H., *Das deutsche Drama, 1880-1933*. Vol. I: *From Naturalism to Expressionism*; Vol. II: *Expressionism and After*. New York: W. W. Norton and Company, Inc., 1938. Price, \$1.50 each volume.

SPANISH

- Cuentitos Fáciles*. Retold and ed. by Aurelio Espinosa, Jr. Oxford Rapid-Reading Spanish Texts. New York, etc.: Oxford University Press. Grade I. Price, \$0.30.
- Cuentos Orientales. Contados en español por Ángel González Palencia*. Ed. by Juan B. Rael. Oxford Rapid-Reading Spanish Texts. New York, etc.: Oxford University Press. Grade III. Price, \$0.30.
- de Lizardi, José Joaquín Fernández, *El Periquillo Sarniento*. Selections by Maria Lopez de Lowther. Part I. Oxford Rapid-Reading Spanish Texts. New York, etc.: Oxford University Press. Grade III. Price, \$0.30.
- Selgas y Carrasco, José, *La Mariposa Blanca*. Adapted and ed. by Alfredo Elias. Oxford Rapid-Reading Spanish Texts. New York, etc.: Oxford University Press. Grade I. Price, \$0.30.